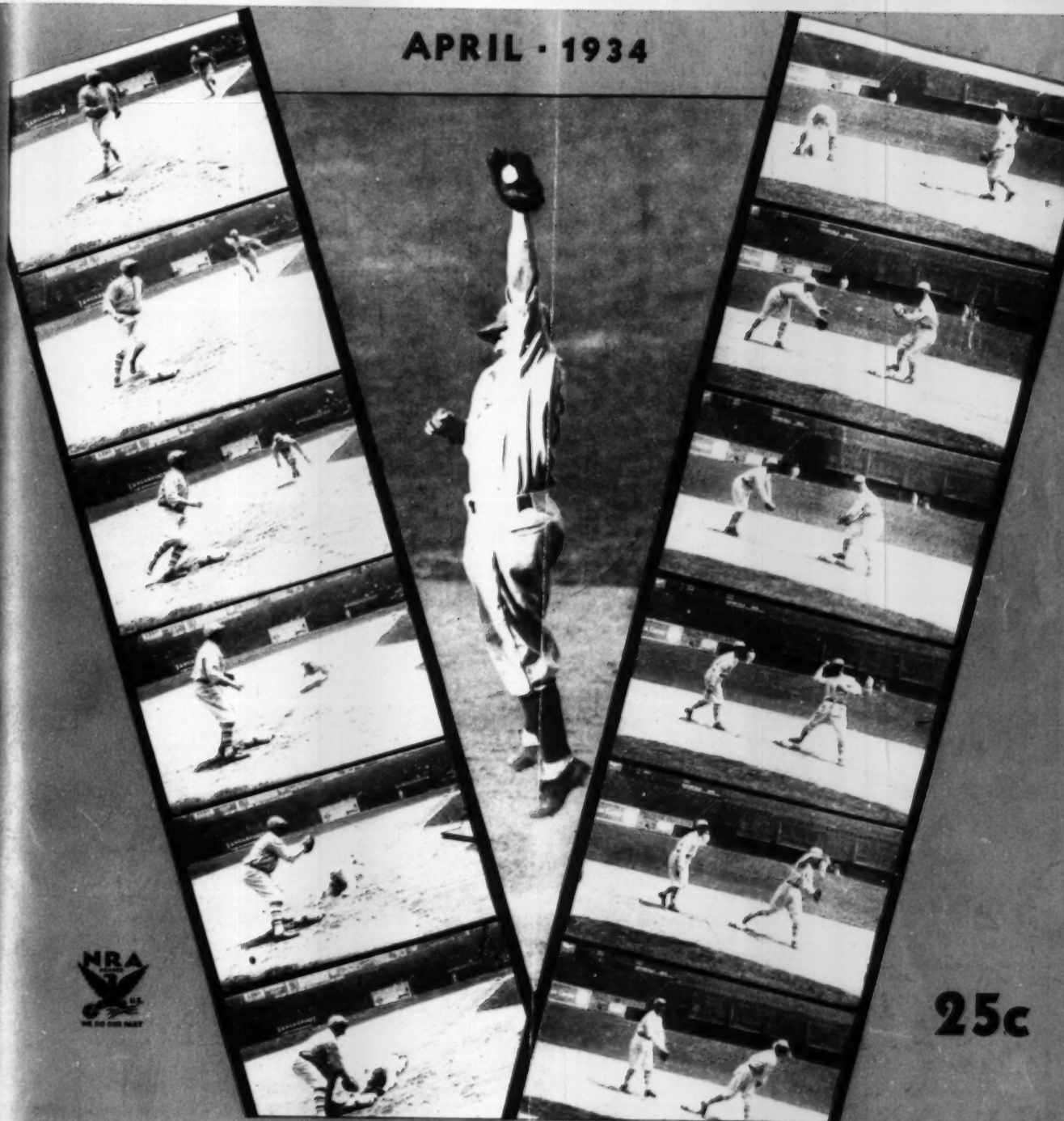


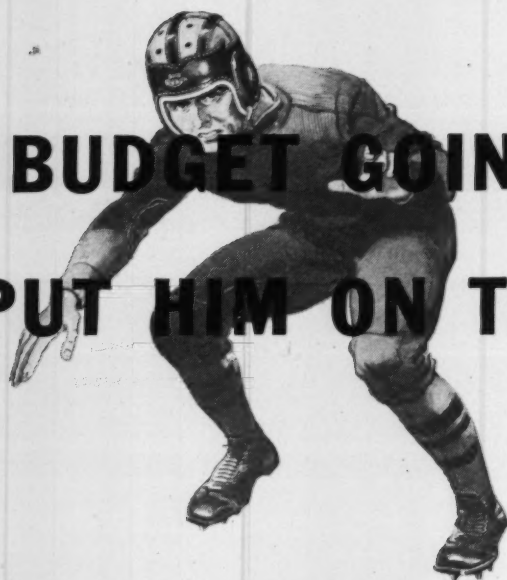
SCHOLASTIC COACH

APRIL - 1934



25c

IS THE BUDGET GOING TO PUT HIM ON THE BENCH?



WE KNOW and you know that an eye must be kept on the budget. But your players never give it a thought when they're out there fighting like tigers for victory.

That's the catch with inferior equipment. It lets the hardest

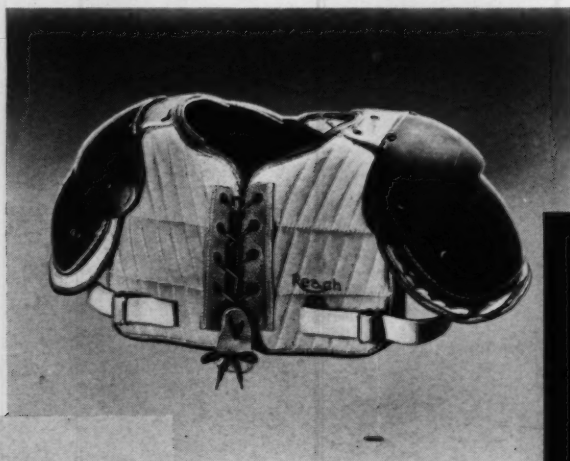
fighters down—leaves them wide open for an enforced vacation on the bench.

For real value, we recommend equipment like this that's illustrated. It isn't cheap—it couldn't be and still be up to Reach quality.

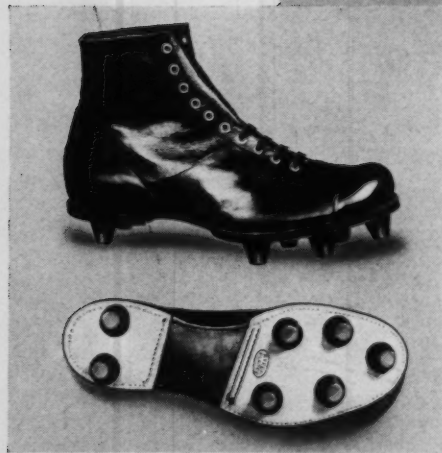
But it *does* offer the greatest protection with the least weight—at the *lowest possible price!* According to our football economics, *that's value!*

These Reach items assure the maximum in protection—and lightness that makes for speed.

1 The LD Shoulder Pad thoroughly covers and protects. The body is quilted Kapok. Fibre reinforcing strips, front and back.



2 The 1PR Pant is fibre reinforced at all vital points. Padded with quilted Kapok. Made of best quality duck—tapered legs with brown leather reinforcement patches.



3 The F50 Shoe—of genuine black back kangaroo—Goodyear welt sprint last—with new detachable cleats. Built for comfort and speed.



4 The SHG Helmet combines the streamline and flatcrown types. Solid-moulded crown—web shock absorber in crown. Selected leather throughout. Fibre reinforced.

A. J. REACH, WRIGHT & DITSON, INC.

FOOTBALL EQUIPMENT

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Well- let's admit it



This astounding change in Mr. Bumble is, perhaps, a bit er-exaggerated!

HOWEVER—we will go this far. We'll make the suggestion that if you are feeling slow, low and "generally no good", the trouble might easily be a sluggish intestine—the kind of trouble that frequently results from insufficient bulk in the diet.

That's why we'd like to make this simple suggestion: Why not start eating Post's 40% Bran Flakes With Other Parts Of Wheat? It contains bran for that bulk that is necessary to keep food wastes moving normally and naturally along the intestinal tract.

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So why not try eating it regularly for awhile—for the enjoyment you'll get as well as the good it may do?

All grocers have Post's 40% Bran Flakes. Why not get some today—it costs so little! A product of General Foods. © G. F. Corp., 1934

It has a uniquely different flavor, too . . . delicately nut-like . . . this wonderfully crisp, delicious cereal. You are certain to like it!

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"Baseball is and always will be this country's greatest spring and summer sport. Every boy in America who is physically able-bodied should play baseball. It's the best training I know for sportsmanship, team-work and the competitive spirit that wins in the game of life."



**GORDON
(Mickey)
COCHRANE**

Famous catcher of the Philadelphia Athletics, and newly appointed manager of the Detroit Tigers.

HERE comes baseball season. And with it, the Kellogg Baseball Book! This is the *only* book of its kind ever printed. It uses the experience of well-known baseball stars of the Big Leagues. It tells the baseball story in coaching language. How to pitch, bat, catch and field. The best way

to run bases and work double-plays. 48 pages! Illustrated with 45 drawings and photographs. The book is packed with helpful information for your team. Suggest it to your players. They can get copies from their grocer, but we will be glad to send any coach a copy free upon request.

These diagrams from the Kellogg Baseball Book show how to make double-plays

Such illustrations as these show how to place your hits

Showing how to hold and release the ball for a curve

How two famous big-leaguers stand at the plate

How the bat is held for placing hits (left) and for free-swinging

Grocers supply them

The Kellogg Baseball Book is given with the purchase of two packages of Kellogg's PEP. In case a grocer does not have it, any boy can secure this book by sending the tops of two packages of Kellogg's PEP to the Kellogg Company of Battle Creek, Michigan. The book will be mailed immediately.

It's a natural tie-up. People who like baseball, like PEP. Packed with the flavor and nourishment of toasted wheat. Plus extra bran. Mildly laxative. Helps keep bodies fit and active.

PEP is delicious with milk or cream. It's the kind of healthful food that the team will eat. Made by Kellogg in Battle Creek.



**Toasted WHEAT—
Plus Extra BRAN—
Ready-to-eat**



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SCHOLASTIC COACH

Reg. U.S. Pat. Off.

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JACK LIPPERT, Editor

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What coat-of-arms could attest to the merit of a product that has proved its value more definitely than has genuine Kangaroo, tanned in America?

Champions of the track, and of field events . . . the great football teams whose power and flash have woven a magic glamor around that game . . . the baseball stars and teams who yearly capture the hero worship and the partisan rivalry of millions of Americans . . . the great ice-hockey teams . . . of such are the athletes who for more than forty years have consistently shown a preference for footwear of Kangaroo.

Why is Kangaroo outstanding in every sport in which supple leather footwear is important? Because an athlete must have *strength* in his footwear, for safety. Because every shade of added quickness in speed and in the subtle feints of footwork is important in today's competitive, high speed sports. Because Kangaroo, feather-light and yet 17% stronger than any other leather known to man, *does* safeguard the athlete, *does* keep him foot happy, and *does* free him from the ounces of extra weight and the resistance of extra stiffness that rob his feet of speed or subtlety.

Specify shoes of Kangaroo for your varsity teams. More than that, see that the jayvees, the scrubs, and the dormitory teams get Kangaroo as well. Every boy under your supervision merits attention to the care and health of his feet. Remember: "Kangaroo horse," "kangaroo calf," and "kangaroo sides" are not genuine Kangaroo.

AUSTRALIAN **KANGAROO**
TANNED IN **AMERICA**

ATHLETE'S FOOT?

*It should be called
"Non-Athlete's Foot"*

WHEN an athlete gets Athlete's Foot he is probably on his way to temporary retirement. He most certainly is, if this contagious skin infection is permitted to get much of a start on him.

It's up to you, Coach! You owe it to your boys, to your school, and to your reputation as an authority on training and conditioning. It is up to you to prescribe the remedy that will check the spread of this ringworm parasite.

STOP IT WITH ZONITE

Zonite kills on contact the ringworm organisms of Athlete's Foot. If the infection is caught early, while still near the surface, the effect of Zonite is prompt. If the parasites have worked through, it may take a little time to get through the dead skin so that Zonite can do its work deeper down. A daily routine for treatment and suggestions for precautionary measures are given in the booklet "Athlete's Foot." Every boy should have a copy for his own use.

**GLAD TO SEND YOU A BOTTLE OF
ZONITE AND COPIES OF BOOKLET
"ATHLETE'S FOOT" ON REQUEST**

*Complete directions here for
boys to follow. Just specify
how many copies you want.*

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HERE BELOW

Lawson Robertson would
restrict all competi-
tion in track and
football to the
senior class



IF Lawson Robertson had his way interscholastic competition in football and track would be confined to last-year boys—the seniors. Since Mr. Robertson is the coach of the University of Pennsylvania and American Olympic track teams, and about as seasoned a campaigner as could be found anywhere in athletics, his opinion is worthy of consideration. He gives that opinion in a strong dose in his article "Burning Up Boyhood" in the February 24th *Saturday Evening Post*.

Grade school boys, junior high school boys, your freshmen, sophomores and juniors, would not be allowed to take part in football and track competition of any kind under the Robertson plan. Do not be alarmed, because there is no movement on foot to introduce this measure into Congress.

Your boys would not go neglected athletically under the Robertson plan. Indeed no. They would be taught the rudiments of their game, and would practise faithfully at it under the guidance of the coach-physical educator so that they might not overdo themselves. "Scholastic athletes would come to college better equipped to win collegiate athletic honors, and all students, whether or not they are athletes, would go out into the world better equipped to live a long, healthful and useful life."

The result of the Robertson plan, thinks its author, far from undermining athletics, would make athletics all the stronger by building them on a vastly superior foundation of physical fitness for life, instead of physical fitness, at a great health risk, for the current season's competition.

As presented in his *Saturday Evening Post* article, Coach Robertson's plan makes no pretense of being a detailed presentation for conducting a high school program of athletics-for-all but competition-only-for-the-seniors. He

makes the recommendation for this change in policy with the apparent belief that any high school administrator ought to be able to work out the local program with his physical education director. But it would not be simple to carry out. With no competition allowed in these two sports—and Mr. Robertson specifically states that none should be allowed—we are afraid that only the especially gifted athletes in the freshman, sophomore and junior classes would stick it out—just practising and practising.

Of course the boys who would not stick it out could, it is to be inferred from Coach Robertson's inclusion of only two sports in his plan, take up some other game. Might that other game be basketball? Is indoor basketball better for the health than outdoor football? Does anybody know? Not yet.

For the average American boy (and, we understand, the average boy the world over) the fun is in the fray itself, not in practising for it. And play should be fun—joy in physical activity, the exhilaration of matching your skill against the other fellow's. It is no fun practising all the time. The average boy wants to mix it up, and we believe he would not be willing to wait until his senior high school year to do this. If the school kept him out of the game until then, he would organize outside teams (as he frequently does even now with the school encouraging athletic competition for all age groups), unless, of course, state legislation were passed to force the boy and his parents to abide by the school regulations. But this is a distant step.

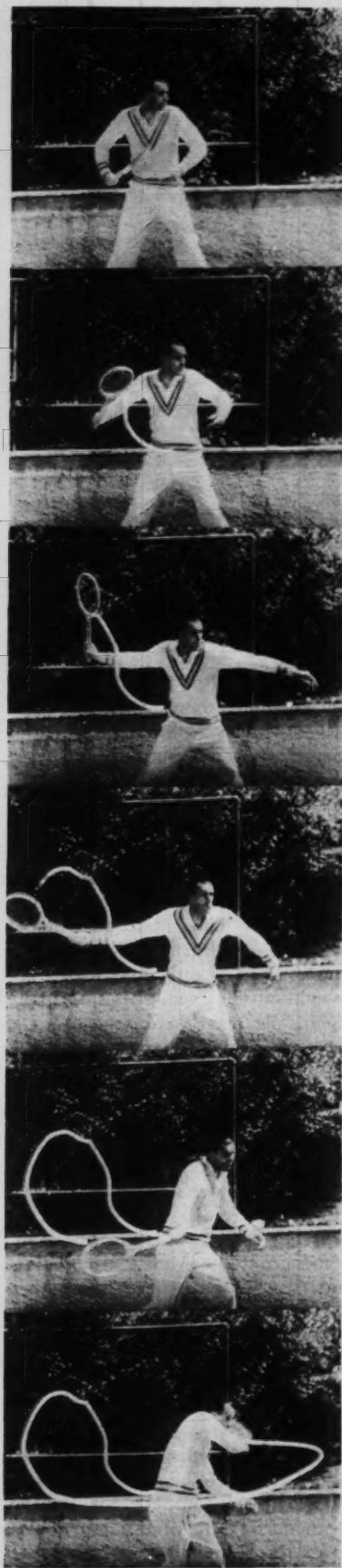
Yes, we are afraid that Mr. Robertson's plan would not work out in practice. Not many coaches are likely to believe that it would. We do know that innumerable athletes are today "burnt out" physically by the demands made

on them by their high school athletic program. But the conditions that caused these "burn-outs" can be corrected without eliminating all competition for students below the senior class. State high school athletic associations and school medical and physical education authorities are at work correcting them, perhaps a little too hesitantly in places.

Coach Robertson's lament is the familiar one concerning the athletic high school boy who turns up after high school graduation "burnt out." Every coach can point to numerous such cases. The extent to which most of them are "burnt out" is not usually known, and is only guessed at. But it is evident that something happened to them, the least being that they don't have the old zest and spark (the old fight and pep), and cannot perform so well as they did in high school. Some of them are permanently out of the vigorous life, with bad hearts, bad lungs or a weakened physical condition from other organic faults. Whether athletics are the cause of this, or whether the cause is an inheritance or some environmental factor, is usually not proved. But there it is—there he is—a physical wreck, but a 4-letter man!

So, physical education all dressed up, has plenty of places to go. Its work is cut out for it. Mr. Robertson's conclusions are based on a long observation of high school boys and non-school boys of the same age group who come up to compete for the college teams or try for places on the Olympic team. Now medicine and physical education can go to work and supply us with some scientific data on the "burning out" process between the ages of 10 and 20. Physical educators need more scientific conclusions.

Ten and twelve-year-olds don't run the 100-yard dash, but they do run the 50-yard. High school boys don't run



FOREHAND DRIVE OF BILL TILDEN, SHOWING THE COMPLETE ROUTE OF THE RACQUET. THE BALL IS STRUCK ABOUT WAIST HIGH WITH RACQUET TURNING FORWARD SLIGHTLY AT IMPACT TO IMPART MODERATE TOP SPIN.

—Courtesy M. G. M.

the two-mile, and in some associations not even the mile, but they do run the 440, which is said to be the toughest race on the track. Is it? And for whom is it toughest? How tough is it for the fifteen-year-old boy who has the physical appearance of a boy of eighteen or nineteen? Or the eighteen-year-old who just finished an arduous basketball season and is now ready to burn up the cinder track and who knows what else? That "thin dividing line," as Coach Robertson calls it, between the amount of exercise that is good for you and the amount that is too much, is very real despite its thinness.

Mr. Robertson's point is well taken, but his remedy is not practicable, nor necessary. But some remedy is necessary, and for calling the attention of the general public to this need all high school men should feel grateful to the American Olympic coach.

Fight team, Fight

IT is a pleasure to see that the War of the Depression is being won on the playfields of athletic metaphor. We refer to President Roosevelt's continued use of sports phrases in hammering home his points. "Must we go on in many groping, disorganized, separate units to defeat," he said, "or shall we move as one great team to victory?"

And again: "The team is before me this morning—3,500 leaders of 600 greater organized industries, representing, as measured by employment, more than 90 percent of the industrial field which is covered by the NRA."

THE President has a greater team of 120 million potential members, but it is too much to expect that he will get teamwork from anywhere near this number. But a majority of this squad must get behind the President if he is to be victorious with his new legislation over the vested interests that are unwilling to play the game. They will not abide by the new rules until forced by law and the police to do so. They are the rugged competitors of another day. We in education do not want to rear and raise any more of these glorified horse traders. In athletics we must so control the game as to keep it increasingly free of the kind of training that was once regarded as most suitable for young Americans who would become successful in business.

"I cheat my boys every chance I get. I want to make 'em sharp. I trade with my boys and skin 'em and I just beat 'em every time I can. I want to make 'em sharp." John D. Rockefeller's father handed out that advice to his boys. It is typical of the attitude that dominated the new industrial

America, and if you are interested in seeing how it affected other erstwhile national heroes read Matthew Josephson's new book *The Robber Barons* (Harcourt, Brace & Co.).

"COMPETITION is killing the spirit of brotherhood," said Dr. Robert Russell Wicks, dean of the Princeton Chapel. The broad, killing competition to which Dean Wicks refers is familiar to all who have kept their eyes and minds open these past few years.

With competition under such a heavy indictment, coaches and directors of high school athletics will want to scrutinize the form and proportions taken by their own *play* kind of competition which is supposed to be one of the training grounds for the competition that comes after school in the workaday world. As different as these two kinds of competition are—the *play* competition and the *work* competition—the fundamental urge that motivates the competitor to varying degrees of action is said to be the same for both. It is this fundamental competitive urge that President Roosevelt has to deal with in getting his countrymen to play a better game of ball. It is what you have to deal with in developing decency, sportsmanship, unselfishness and thoughtfulness-toward-others in your own potential robber barons.

Modern education is justifying competition in physical education because it affords a more pleasant way of getting exercise and an opportunity to assist in the social training of youth. If play competition is allowed to degenerate into the cut-throat kind, if it is not so controlled as to help fortify the spirit of brotherhood rather than to destroy it, education will kick competitive athletics right out of the school.

Let us so develop and refine our attitudes in athletics that the appeal will be more and more to the finer nature of our players. If all schools play ball in this respect, future presidents of the United States ought to have a much better trained team on their hands.

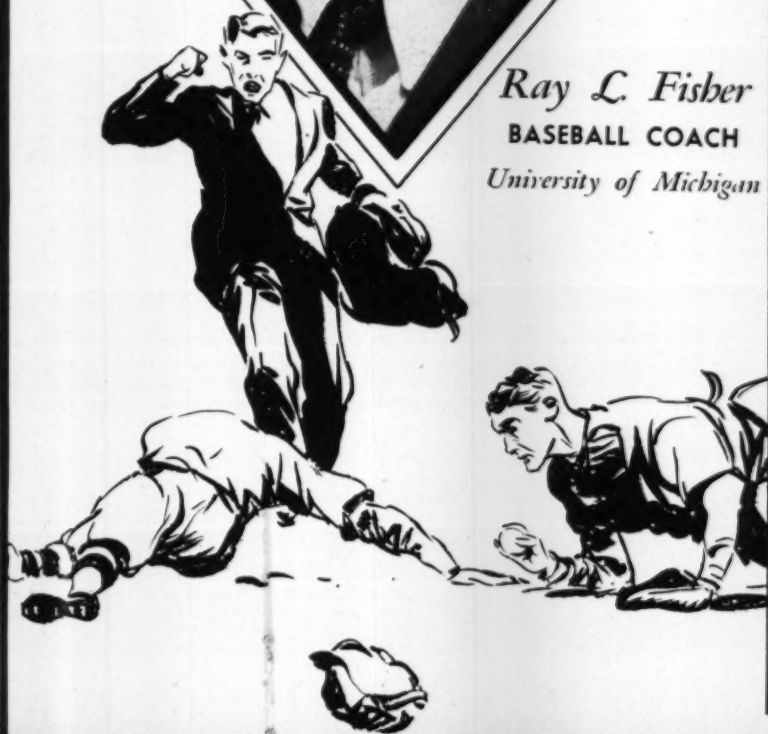
Hall of Fame

WE nominate for the Athletic Hall of Fame Howard Cann, New York University basketball coach. He gets the nomination (and we hope you will elect him) not because his team went through the season undefeated, but because of his statement to the gentlemen of the press on being interviewed the day before the big, final game of the season with New York's other undefeated (until then) team—the College of the City of New York, coached by Nat Holman. When the newspaper boys went to Howard Cann for his pregame statement he said: "I have no idea who is going to win the game and I have nothing more to say."

Here's Energy!



Ray L. Fisher
BASEBALL COACH
University of Michigan



Weight and its Regulation

by **RAY L. FISHER**

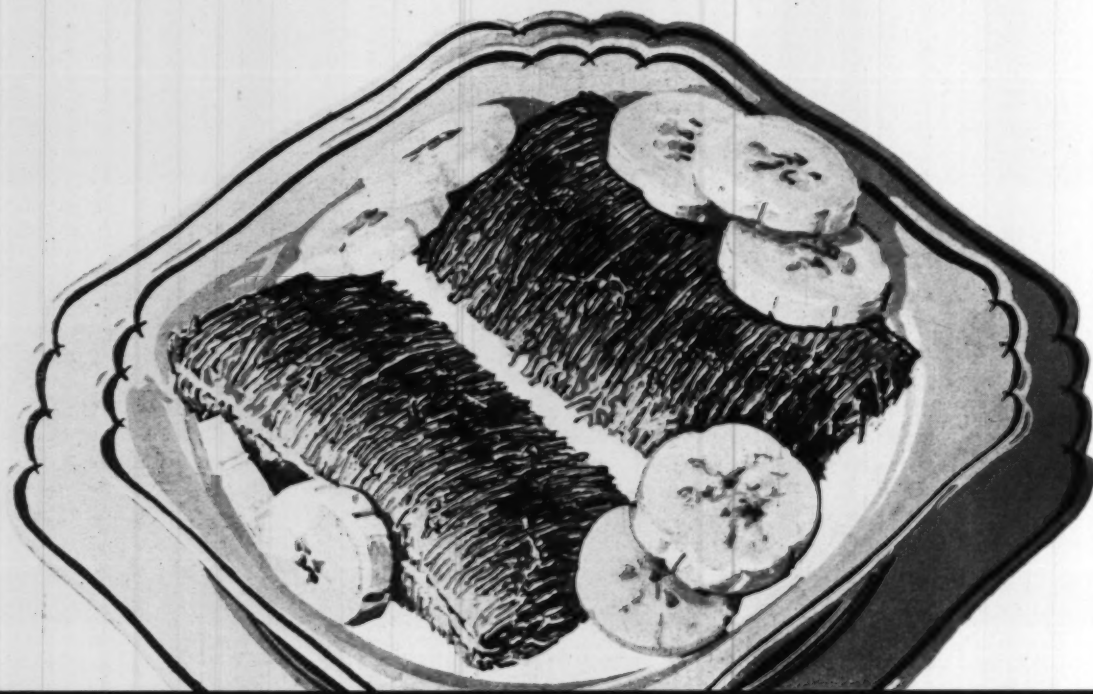
- 1 Weigh yourself daily and keep a chart.
- 2 After the first 10 days of team practice, your weight should be constant.
- 3 If you lose weight too rapidly, cut down on your exercise and eat more fats, sugars and starches. Drink more milk.
- 4 If you gain weight due to exercise, do not be disturbed. This is not excess weight, but a natural increase for you.
- 5 To maintain your proper weight, stick to a regular diet. Eat meat once a day, whole grain cereals once a day, and plenty of fresh fruits and vegetables.
- 6 Unless you are underweight, do not eat between meals and before going to bed.
- 7 During exercise, drink little or no water.
- 8 Do not reduce to make yourself eligible for a special weight class.
- 9 Remember, all weights given on charts are "average." Use them merely as a guide, and guard against too great a loss or gain.

No. 4 of a series of posters
issued in the interest of
good health by

SHREDDED WHEAT



*Keep up their batting average
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Whether it's baseball, basketball, or everyday hard work, growing boys need **ENERGY**. And they *get* energy in Shredded Wheat — plus the vital elements that build strength and resistance. Carbohydrates, proteins, minerals, vitamins, bran — all these things are in Shredded Wheat. For Shredded Wheat is 100% whole wheat, with nothing added, nothing taken away.

These crisp, golden-brown biscuits help build sturdy bodies, elastic muscles — the kind of physiques that win championships. When the boys of the Athletic Squad ask your advice about what to eat at home, tell them Shredded Wheat — with fresh berries or plump, ripe bananas in a bowl of milk or cream. Ready-cooked, ready to eat without waiting — and within reach of every pocketbook.

It's **ENERGY** that counts in *every* sport — and Shredded Wheat — 100% whole wheat — will help your boys turn in 100% performance.

NATIONAL BISCUIT COMPANY
"Uneda Bakers"



SHREDDED WHEAT

THE VITALLY DIFFERENT FOOD!

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HIGH-JUMPING, ALL STYLES

By David L. Holmes

This is the third of Mr. Holmes' series of four articles on track and field athletics. Some of the drawings are adapted from those in Mr. Holmes' book "Movies on Paper."

HIGH-jumping is the art of catapulting the body high up into the air. Form is the art of getting all parts of the body on a level with the center of gravity at the moment the cross-bar is about to be passed.

Many a high-jumper goes high enough into the air then fails in his form. The successful high-jumper, it may be said, is one who brings the most harmonious relationship and tim-

ing into the five phases of the event—the approach, the take-off, the rise, the layout and the landing. What is this harmonious relationship, and what does each phase consist of? As usual, we find no two jumpers performing alike. So we will look at what they all do, with the assistance of some drawings I have made from slow-motion moving picture films.

The Approach, or Run

How far should the jumper run? How fast should he run? What sort of a run should it be—small strides, medium strides, long strides? Here are the questions the beginner asks before he starts—if he really wishes to learn about the thing.

How far? Some say not over forty feet; some say not over fifty; and some say that thirty will do. For many years I have taken careful note of how far the best jumpers at the Penn Relays, the Illinois Relays, the N.C.A.A. meets, the A.A.U. championship meets, etc., run—and here is the dope. They run anywhere from twenty-five feet to nearly sixty. I have seen little men step back about thirty feet and leap the bar far over six feet, while other equally short fellows were getting back nearly twice as far and clearing the bar just as nicely. And at the same time there would be a string-bean getting set to run out at about forty-five feet, with another one, just as tall, waiting at the thirty-five mark.

How fast? The answer is nearly the same. Abraham Lincoln was once asked how long a man's legs should be, and he answered that they should be just long enough to touch the ground. How fast should a high-jumper run? He should run just fast enough to clear six-feet-nine. How fast? I shall take this up with the take-off, for it is so closely related to it that it cannot very well be separated. However, may I say here that the beginner, the average high school and college jumper, runs too fast; that the average good high-jumper in college and university circles runs too slowly.

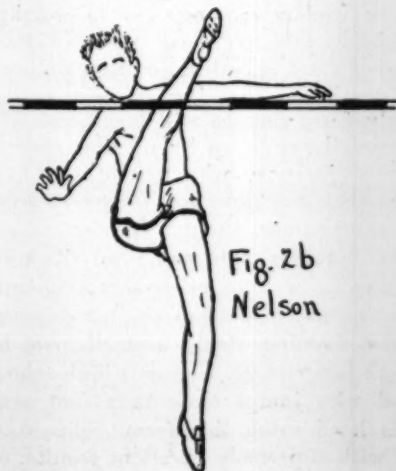
What kind of a run? Now, you know, most of us teach this run about the same, don't we—start at a given spot somewhere out there, slip up to a check mark at about twenty-five feet from the middle of the bar, take three to four rather fast, springy, fairly long steps, settle, and whip up? I feel that this is, in general, what we do, and that it is good average advice. Some good jumpers have but one mark

—their starting mark. A few have two check-marks. The main thing is that the jumper reaches his proper take-off spot without having to check his stride in any way. But, not all good jumpers use this method of coming up to a check-mark, then taking several measured strides. Probably we are all willing to agree that if we get hold of a jumper who can clear over six feet without any set method, and can do it regularly without checking up his stride and messing things up, we will just let him go ahead. Of course, let us remember that we may be spoiling a potential six-eight jumper. Most assuredly, guess-work should be eliminated.

The Take-off

When I was first trying to learn the high jump as a performer, a coach told me in all confidence that the way to high jump was to dash up to the bar, bend the knee "like this," and leap. He explained that the knee-bend was in imitation of the method an old hen uses when she is about to fly up to a high roost—sort of a squat, y' know. But I soon decided that the take-off was not a squat affair. Already I had come to a definite conclusion that it was not a broad-jump affair.

After all, what is this thing we call the take-off? Is it simply a wicked snapping of a bent knee? Or, is it that, combined with a lift with the arms? Now we come to our definition of the high jump itself—at least, the *jumping* part of it. I refer to the *catapulting* of the jumper off the ground. What really happens when a good



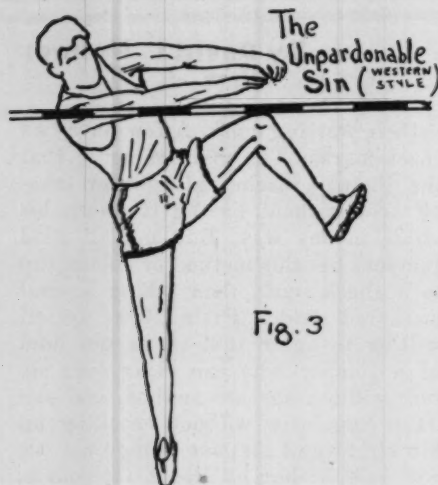


Fig. 3

jumper thrusts that foot out ahead of him at the take-off spot? He is running along there pretty fast—fast enough to make a fair little broad jump of it if he cares to—when suddenly he catapults almost straight up into the air. Did that very slightly bent knee do that? Or, was it his third lever? Or, could it have been his arms that lifted him like a bird? It was all of these—plus a terrific stopping of the speed against an immovable ground, or floor. No, that leg thrust out there in front at the take-off was not loose and “bendy”—it was rather rigid, the knee bent only slightly. And,



Fig. 4a - Marty

that foot did not come down toe-first, as one might think, but *heel-first*. And did you not note how the runner *leaned back* when he thrust that foot out against the ground? One would suppose he would lean forward, inasmuch as he intended to leap upward and out.

Here is one thing I wish to stress—that *leaning back* as the foot is banged down—a *stopping of the speed* against the ground, catapulting the jumper upwards. Note in Fig. 1 how the jumper has *settled* for his take-off, then how he leans back, thrusts the foot out hard, arms ready to lift. His is not even an average lean-back, at that. The lad who tries to high jump by leaning forward at the take-off finds himself ready for a dive of some sort, and if he wishes to experiment and see how far forward he can lean with the take-off, he will find himself doing a nose-dive. The running speed can not be stopped sud-

denly with the body well back and the foot slammed down hard without the jumper's being catapulted upwards—he *has* to go upwards, or suffer a severe shaking-up.

The Rise, or Lift

The arms, the body, gather and lift as the foot rocks forward and the knee snaps the body up. Even the diaphragm lifts—the jumper “takes wing”—everything is carrying up, up. That should be the feeling of the jumper as he takes off. He is not concerned with a layout right now—he is *jumping high*—not just high-jumping. He is defying gravity—getting his own center of gravity as high off the ground as possible. In Fig. 2a, McNaughton, the Canadian Olympic winner, has just left the ground. Note how he has used his arms to lift the body. Note also how the center of gravity is going up—not coming forward. He is, of course, using the Western form. At this stage he is about one foot off the ground. In Fig. 2b we see Bert Nelson just as his toe comes off the ground. The lift is just starting upwards. Nelson lies far back when he comes to the “form” stage of the jump, but here he is still in the “jumping high” stage—the body going upward. Fig. 2c shows George

Fig. 4b
McNaughtonFig. 4c
ShawFig. 4d - Heads up!
No dive here

Spitz with his heel just off the ground. Spitz has the most remarkable shoot upwards of any jumper I have ever seen. His shoulders carry up all of two feet higher than the cross-bar with the latter at six feet, before he goes into the layout. His level-off comes, it seems to me, entirely after he has reached the maximum height with his hips. Most jumpers are raising the hips after they start their layout, but Spitz times it differently. As great a jumper as he is, he could, I think, do still better—say six feet nine—if he would not cut that right hip down too soon. Do I stand alone when I maintain that he should swing that right hip on up till it has crossed the bar, then cut it down for the landing? Experiments prove to me beyond all doubt that several inches can be added to this form of jump if the lower hip is carried high up over the bar, then simply cut down with the leg for the landing. After all, we

must realize that the only reason for cutting that second leg down at all is that a safe and comfortable landing may be effected. I experimented many times with boys jumping into a net or a mat held in the air by teammates, and in every case the jumper succeeded in clearing a higher distance than he did when required to fall the normal distance to the floor in order to land. All but the finished jumpers have a decided tendency to give the descent more attention than the ascent. This is surely putting the cart before the horse.

Spitz's style is erroneously referred to by some commentators as the scissors. It is only partially the scissors. Spitz himself calls it a combination of the Western roll and Eastern hitch-kick. It is certainly not a scissors as we know the old scissors (Fig. 2d). In the old scissors there is no swinging up of the hips, no layout and levelling off. It is all jump and kick, a sort of sitting-up going through the air, necessitating a much higher jump in order to get the posterior clear of the bar. Spitz, of course, lays out beautifully.

The Layout

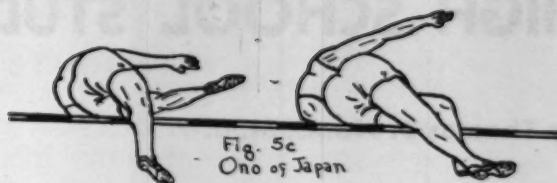
Dare I call this the “form”? It is only part of the form, or style, but it

is this layout over the bar which ordinarily distinguishes so-called form, even though each style may call for other differences.

Of all the forms of jumping, the so-called Eastern and the Western are the two best known. Each has some very worthy exponents—so worthy, indeed, that we dare not say that either form is better. So often we hear a coach say that the Western is the only form that he will teach, etc. He generally ends up by naming several great jumpers who used this form. He should realize that for every good Western-form jumper he can name, his listeners can name an Eastern jumper (or some other sort of jumper) to match his. Let us just mention Dick Landon—truly a small man, as high jumpers go. I know a high school lad who jumps close to a foot over his head using this form. Spitz uses it with supremely excellent results, of



Fig. 5a - Ward

Fig. 5b
SpitzFig. 5c
Ono of Japan

course, as do so many other good jumpers.

We could go far back and mention the leading jumpers of each decade, and, even since George Horine perfected his roll, we can find plenty of competition from users of the Eastern and its hybrids in every big meet.

Another form is the "Nelson" (my own term), so ably used by Bert Nelson of Butler, who thought nothing at all of jumping six feet seven and over. Gordon, of Iowa, the broad-jumper, had a high-jump style rather his own. Shelby, of Oklahoma university, surely had a style of his own. Big Jim Stewart and several of Dean Cromwell's men at Southern California used the "belly-down" Western roll—straddled the cross-bar, landing on the foot that was thrown up first. Here in Detroit we have a high school lad who uses a queer Western of his own to clear six feet three on the boards indoors.

It seems to leave us nothing to say except that there are really many seemingly effective forms, or styles. The origin of so many styles? Young lads acquire a form before a coach gets hold of them, as a rule—and, rather than risk ruining his jumper, the coach lets him go ahead, smooths out the kinks in the style used by his jumper—and sees him improve and win, mayhap.

The Western Roll

It seems superfluous to say that the Western style jumper runs at an angle, throws up the outside leg first, etc., etc., for this style is too widely used to warrant our describing the style itself. Rather let us get into the technique of the jump.

The most common fault committed by Western style jumpers develops from a premature starting of the layout. This unpardonable sin of Western-form jumping brings many complications in its path. See Fig. 3 for an illustration of some of these complications. The jumper is starting the form, or layout, before he is one foot off the ground. Many violators start it before they have taken off! The result is in the nature of a dive*, be-

cause this fault tends to incline the body forward in just the opposite direction from what the body inclination should be on settling for the take-off. Just why these jumpers think they can lean toward the bar and go high is beyond me, unless it is that they are thinking of the beautiful layout they are going to get—that roll they like to talk about.

The next fault these jumpers commit—many of the so-called good ones, too—is that of *bending the lead-leg* just as the shoulders are about to cross the bar. If this is done, the jump certainly is likely to be illegal, for the head is almost bound to come over before the foot. The leg should be laid up there and left straight at the knee, the foot and leg leading over the bar nicely.

The third worst fault I have found prevalent among this style of jumpers is that of the *hanging knee*. Osborne, who perfected this jump, pinned that knee of the last leg up to the lead-leg as he kipped out to a perfectly straight-along-the-bar layout. I can still hear his shoe-laces actually rattle as he kipped out parallel with that bar. It is my opinion that Marty, our leading exponent of this form at the present time, fails to get that knee up as close as he might. I feel that he might raise that right hip a little more if he pinned-up a bit closer. However, I have no movie film studies of him, so cannot back up my opinion.

Fig. 4a shows Marty in action. It seems to me that his right arm is leading down too much at this stage—his hips have not yet cleared. George



Fig. 6 - Three stages of the Nelson form

Horine, who gave us this form, says that the turn toward the ground should be made by a reaching over the body with the outside arm after the hips have cleared—in other words, the landing is forgotten until the bar has been

crossed. It appears to me that the jump could be made higher if the body were kept faced up just a bit longer than it is here. Note also Fig. 4b—McNaughton, the Canadian. He is turning perceptibly toward the bar—his face is already turning toward the ground, his arm is going down. My motion picture film of this jump leaves plenty of room for argument as to the legality of his winning jump in the Olympic Games. Fig. 4c shows Shaw of Wisconsin, holder of the Big Ten indoor record. Note the close similarity of his form to that of the other two jumpers. Under the new rule regarding the height of the head (the rule was changed this year), Shaw's jump would not have been legal. Fig. 4d is put here simply to prove that not all Western style jumpers *dive*—this one is sitting up looking over the landscape.

Other faults that seem to crop up in Western form jumpers more frequently than they do in the Eastern stylists are: taking-off too far away from the bar, resulting in the jumper's tendency to come down on the bar, or, if not that, clearing many feet of ground unnecessarily; running too nearly parallel to the bar. A 40° angle is preferred by most Western form jumpers. Walter Marty uses a 45°, and when he doesn't get it (as in the Boston Arena, where the wooden runway was constructed at 50°) he does not jump so well.

Eastern form

This is a half-scissors. The angle of the run varies in direct proportion to the number of jumpers participating! They cut all sorts of capers out there

[Concluded on page 36]



* The new rule on diving and the illegal jump, as stated in the 1934 N.C.A.A. Track and Field Handbook, is: "A fair jump is one in which the competitor jumps from one foot and one or both feet precede the body and head in going over the bar." The old rule was:

"A fair jump is one in which the head of the jumper does not cross the bar in advance of either foot and is not below the buttocks until after the buttocks have dropped below the level of the bar."

HIGH SCHOOL STUDENTS FULL OF LIFE

By Thomas D. Wood, M. D.

**A picture of youth rich in health—
physical, mental, social and ethical**

This is the third and final article of Dr. Wood's series on the modern high school's approach to a functioning program of health education.

THE ideal of health is the realization of the highest physical, mental and spiritual possibilities of the individual. Health should not be considered the principal aim or goal of life or of education. Health, however, is a vitally important, an indispensable means to the most useful, successful and satisfying life of which the individual is capable. Health, then, is an essential condition, value, and by-product in wholesome living, in rational and successful education.

The report comes that the President in the White House is in better health even than when he assumed his great office a year ago. This bit of news cheers and encourages the people of this country, and contributes mightily to the general health and morale of the nation as a whole.

While health is not the main goal of life, the attainment and improvement of the health of youth should be the first objective in the minds and efforts of parents and teachers. But the attention of youth to his own health should be merely incidental or rather the conditioning process, the means of achieving more surely and in larger measure the desirable ends and goals which are naturally and appropriately present and foremost in the minds and ambitions of youth.

It is not only of great advantage but fundamentally essential that teachers and parents as well as physicians, nurses and other adults should have clearly in mind a picture of healthy youth, so definite in details that the elders in observation and contact with youth will be keenly conscious of slight or greater departure from health.

The fullness of life

Now what is involved in this fullness of life which we are discussing in these articles? The healthy youth pos-

sesses an indispensable capital of vitality which manifests itself in an abundance of life. With considerable range of variations within the limits of optimum health the following characteristics are to be found in completely healthy high school students:

There is a well-set-up, well-functioning, properly growing and developing body. The long bones of arms and legs are reasonably straight.

The teeth are clean and free from cavities. They are normal in shape and in quality of enamel and deeper tissues. The teeth meet in such good occlusion that the cutting and grinding functions are performed successfully.

The chest is fairly broad and deep, with good expansion. The arches of the feet are strong and flexible. The inner borders of the feet are approximately straight from heel to tip of the great toe.

The weight of the body in the high school years increases during growth and development. Failure in weight increase, or loss of weight during more than a few weeks, should always receive medical attention. The average weight of many healthy persons of the same age, height and sex, does not represent the norm or health standard for any individual as many health workers have believed and taught.

The optimum or health weight for an individual depends upon skeletal type, general constitution, and other factors.

Weight tables have limitations

No tables or formulae have yet been constructed for predicting or estimating with desirable scientific accuracy the optimum or health weight for a high school girl or boy. Such formulae will become available in the quite near future. Height-weight-age tables now available are used helpfully by physicians, with other signs, in arriving at judgments and diagnoses regarding the nutritional and health status of the individual.

The body is maintained in good posture both in repose and in action so

that posture contributes most effectively to all kinds of movement with the best economy of energy. In standing, the body is balanced with equal distribution of weight between the ball and heel of the foot. The skin is smooth, soft, and moist enough not to feel dry. It has a ruddy color. The muscles are firm and strong, without flabbiness or rigidity. With a minimum of awkwardness in early adolescence, the muscles under control of brain centers gradually increase in size and strength, with increasing control and skill in a growing range, complexity, and repertoire of coordinated activities. In repose this healthy body is completely relaxed, free from muscular tensions or restless jerky movements. There is endurance enough to enable the boy or girl to indulge in all wholesome exercise without excessive fatigue.

Subcutaneous tissue has sufficient fat, and is firm so that the skin cannot be easily lifted in thin folds between the fingers. The mucous membranes of eyes and lips are pink with absence of pallor due to anemia, or redness caused by inflammation. The eyes are clear, keen and bright, showing normal movement without squinting or twitching, with freedom from dark fatigue rings under eyes. The tongue is clean, moist and reddish-pink. The breath is sweet. The nasal passages are free from obstructions which interfere with breathing freely through the nose, especially during sleep and exercise.

In the healthy body the organic functions of respiration, circulation, digestion, assimilation, secretion and excretion proceed in a quiet, comfortable manner favorable to the best condition and action of the organism as a whole. Food is eaten eagerly with the unpampered appetite of the growing, maturing, vigorous organism. There is enjoyment of wholesome food, including a moderately good appetite even for breakfast. Elimination of waste from the alimentary canal occurs regularly and, as a rule, once or twice daily. The body functions so healthfully that the various workings are scarcely apparent to the owner; and being for the most part unconscious of the body is one of the important evidences of health.

There is a sense of physical well-being, a zest and satisfaction in physical and mental [Continued on page 28]

The Health Scale

The Student's Health Scale, on the opposite page, is presented by Dr. Wood and Scholastic Coach as a means of assisting high school students in determining their Health Actual as related to their Health Attainable. If scored periodically, with the assistance of physical director or physician, it will show one's progress in lessening the distance between Health Actual and Health Attainable.

HEALTH SCALE

FOR HIGH SCHOOL STUDENTS

There are three ideas or standards of personal health for the individual:

1. Health Ideal, the ideal of health, the perfect health that one imagines and would like to have. This is never wholly attainable, but it is a fine aim to keep in view and to approach as near as is possible.

2. Health Actual, the health status at any time. This is often far below the possible and practicable.

3. Health Attainable, the health that one may have with the knowledge, appreciation and realization of health that are reasonably available for the individual.

Student's Name

I. SUBJECTIVE FACTORS AND EVIDENCES OF HEALTH

- | | | | | |
|---|---|--|--|--|
| a. Enjoyment and zest in work and play..... | 2 | | | |
| b. Feeling of being rested and refreshed in morning and not more than wholesomely tired at bedtime.. | 2 | | | |
| c. General attitude of cheerfulness and confidence in relation to life, and freedom from persistent worry and anxiety | 2 | | | |
| d. Good appetite and relish for food..... | 2 | | | |
| e. Freedom from regularly recurring or persisting physical pain and discomfort..... | 2 | | | |
| f. Ability to work and play with comfort and satisfaction 7 hours day, five and a half or six days in the week. (40-45 hours a week)..... | 2 | | | |

II. OBJECTIVE FACTORS AND EVIDENCES OF HEALTH

A. Hygienic Program.

1. Diet.

- | | | | | |
|--|---|--|--|--|
| At least 3 cups or glasses of milk daily..... | 2 | | | |
| At least three large servings of greens (cooked or uncooked) in a week..... | 2 | | | |
| Fresh fruit once a day..... | 1 | | | |
| Some vegetables other than potatoes every day | 2 | | | |
| Some food necessitating mastication every meal | 1 | | | |
| Eating no food between meals (unless some simple, wholesome food midway between meals).... | 2 | | | |
| Eating candy, if at all, only at end of a meal..... | 2 | | | |
| Drinking at least 5 to 6 glasses of water daily between meals and at mealtime..... | 2 | | | |
| Eating three regular meals daily..... | 1 | | | |
| 2. Washing the hands always before eating..... | 2 | | | |
| 3. Devoting 1 to 1½ hours daily to vigorous physical exercise outdoors, in gymnasium or swimming pool (at least 5 hours' exercise a week outdoors). Exercise should be vigorous enough to cause deep breathing | 3 | | | |
| 4. Daily tonic bath and skin friction of type suitable for the individual..... | 2 | | | |
| 5. Brushing teeth at least twice daily in approved way | 2 | | | |
| 6. At least one satisfactory bowel movement daily, with regular attention to this function..... | 3 | | | |
| 7. Giving 9 to 10 hours in bed, and to sleep, daily..... | 3 | | | |
| 8. Devoting at least 1 hour daily (in addition to daily exercise) to social recreation or recreative reading, or other recreative occupation..... | 3 | | | |
| 9. Keeping one full day each week for rest from regular work | 3 | | | |
| 10. Using at least 1 evening or afternoon a week, in addition to the seventh day, for study or enjoyment of art, music, etc. | 3 | | | |
| 11. Dressing hygienically. | | | | |
| Clothing protecting against sudden changes in temperature | 2 | | | |
| Shoes sensible in shape, guarding against marked changes in height of heels..... | 2 | | | |
| 12. Keeping record of weight, without weighing more often than once a week, to make sure that weight is not decreasing for any considerable time—unless weight reduction is advised and directed by a physician..... | 3 | | | |

B. Freedom from health handicaps and defects, including:

- | | | | | |
|--|---|--|--|--|
| 1. Heart defects | 3 | | | |
| 2. Thyroid defects | 3 | | | |
| 3. Lung defects | 3 | | | |
| 4. Defective posture | 3 | | | |
| 5. Defective teeth | 3 | | | |
| 6. Eye defects | 3 | | | |
| 7. Defects of ears and hearing..... | 3 | | | |
| 8. Diseased tonsils | 3 | | | |
| 9. Defective nutrition | 3 | | | |
| 10. Skin disorders | 3 | | | |
| 11. Weak arches | 3 | | | |
| 12. Muscles undeveloped | 3 | | | |
| C. Freedom from susceptibility to those diseases for which specific immunity is practically obtainable by vaccination—smallpox and diphtheria..... | 3 | | | |
| D. Freedom by correction from all remediable health defects, diagnosed by a physician, and correction of which is recommended by a physician..... | 3 | | | |

Total (Health Attainable) 100

PLANNING THE CLASS TENNIS PERIOD

By Eli Epstein

WHERE classes are large, time pressing and facilities limited, the high school physical education instructor who would impart a knowledge and a working familiarity with the rudiments of tennis in his students, must plan his period so that the most is made of every minute.

The writer has found that by planning to give three types of instruction, arranged in a time sequence suited to the facilities at hand, the forty minutes to one hour of a physical education period can be utilized to the best interests of improved tennis skills in the students.

These three types of instruction are: (1) instruction off the court—in the gymnasium, auditorium stage, on the lawn outside; (2) instruction on the court—the gymnasium, with tennis net stretched; outdoors on the tennis courts; or on handball, or any walled courts, either indoors or outdoors; (3) discussion period.

The first type—instruction off the court—lends itself admirably to class teaching, but it is limited to the most rudimentary of tennis activity. Without the sequel of court practise it is of almost negligible value, except that it does serve to familiarize novices with tennis terminology and does give them some of the feel of the swing of the racquet and the shift of body weight.

The students are lined up in regular gymnasium class formation, ten feet apart, facing the instructor, who may stand on a platform to advantage when he is not moving among the

class. Each student has a racquet. The instructor demonstrates the stroke to be attempted, and, on the count of one, all students draw their racquets back for the backswing, and, continuously, on the count of two bring their racquets forward and through. The forehand and backhand drives are best suited to this type of practise. The instructor passes among the students, making corrections in the grip, the stance, the weight shifting, the backswing, the front swing and follow through. This period should be confined to fifteen or twenty minutes. If the students learn and appreciate the value of full-fashioned stroking with the proper shifting of the weight, the time spent on class instruction off the court should be considered well invested. Minor details, such as inclination of the racquet face on contact with the ball, variations in grip between forehand, backhand, service and volley, can be adjusted during the court practise when the ball is introduced and conditions are more like the actual game.

Instruction on the court

This period should follow the fifteen-minute off-court preliminaries. With weather permitting the outdoor tennis courts should be used, assuming that they are easily accessible. If the outdoor courts are not available or accessible, the gymnasium or handball courts may be used. Many gymnasiums are large enough to contain a regulation tennis court. With only one court available, the class is somewhat

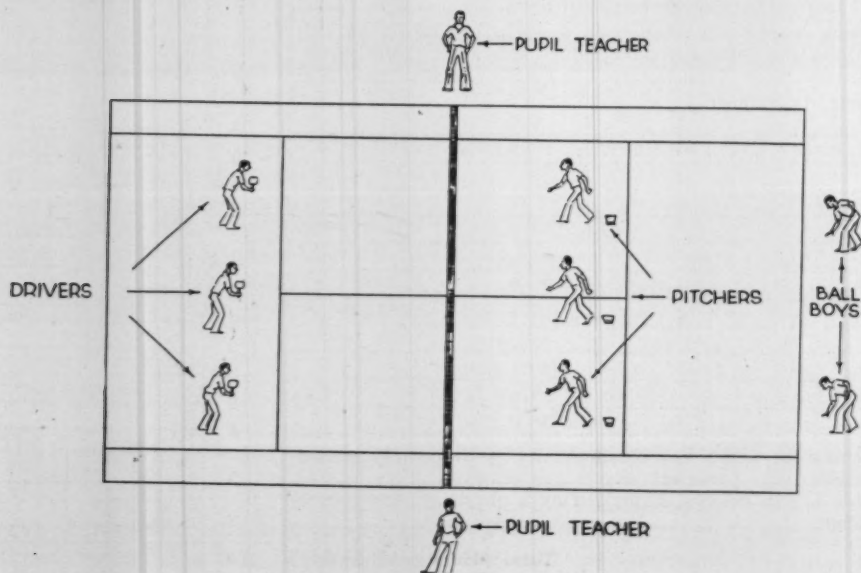
handicapped, but the good organizer can so group the class, with the assistance of pupil instructors, that while ten of the students are on the court practising, the other members of the class can be engaged in a discussion on tennis problems with the head instructor. Every ten minutes there can be a shift, the ten students on the court joining the discussion, while ten more go on the court. If there are handball courts, or walls of suitable surface and playing area, these may be utilized by one section of the class.

Where three or less regulation tennis courts are available the instructor may find it expedient to assign a group to each court under a pupil teacher. The group on each court may be divided into drivers, tossers and chasers—the drivers swinging the racquets, the tossers feeding the balls to the drivers, and the chasers picking up the balls and replenishing the tossers' supply. And five or ten minutes, drivers become chasers, tossers become drivers, and chasers become tossers. The pupil teacher calls out corrections to the individual drivers. The others need not stop while these corrections are being given. The tossers and chasers must keep on the alert very much, to avoid being struck by a deflected ball.

The majority of the time spent on stroke practise, during class, should be given to the forehand and backhand drives, although lobbing, volleying, and smashing should not be neglected. For practise in serving, the tossers can be eliminated. In feeding the ball to the drivers for forehand and backhand drives, the tossers should throw the ball either underhand or overhand, whichever is the more accurate for them. Poor throwers usually find the underhand toss the more accurate, though they ought to practise the overhand at other times in order to develop this skill.

Discussion period

This period should be an informal, off-court question-and-answer session with the instructor. The students should be encouraged to do the asking. The questions range from the changing weight of a tennis ball (as the nap is knocked off) to the tactical possibilities of the lob. This period offers unlimited opportunity for stimulating a real, critical appreciation of tennis.



A HURDLE IN STEEL, FOLDING, NON-RISING

By Harry Hillman

From Dartmouth comes a hurdle that is a far cry from the plank barrier of 1908

Mr. Hillman, now entering his twenty-fifth year as Dartmouth track coach, is the country's No. 1 hurdling expert. Himself an Olympic hurdling champion (1904), Mr. Hillman has been closely identified with this particular event since its earliest days, his interest in improving the technique of Dartmouth and U.S.A. Olympic hurdlers carrying over into improving the construction of the hurdle itself. The new right-angle, non-rising, all-metal adjustable hurdle is the patented invention of Mr. Hillman and Professor F. N. Austin of the Dartmouth Engineering School.

IN the early days of hurdle racing the obstacle was a much more formidable barrier than we are accustomed to seeing nowadays. Hurdle events first appeared on the program of track and field meets in England and America in the 1860's. The barrier consisted of a thick plank reaching across the entire width of the track and supported at each end by a wooden horse. The heights were at three feet and three feet six inches, and there were anywhere from three to ten flights of hurdles to a race, depending on the length of the race. The longest was 440 yards, and the shortest 40 yards.

In the longer races, run on circular tracks, the man who usually won the race was the one who first reached the first plank to gain the pole position and thus force others in the race, who might want to pass, to run wide in jumping the subsequent hurdles. Staggering the start was not practised in those days. The man who gained the pole position was the only one who ran the correct distance.

Spartan fortitude

With the turn of the century the plank stretched across the track gave way to individual hurdles in many meets. But even as late as 1908, in the



THE FIRST PUBLIC APPEARANCE OF THE NEW AUSTIN-HILLMAN HURDLE: THE HIGH HURDLE EVENT IN THE I.C.A.A.A. CHAMPIONSHIPS IN PHILADELPHIA IN 1932. THE HURDLES, BEING FOUR FEET IN WIDTH, OVER-REACH THEIR LANES, WHICH, FOR THIS MEET, WERE THREE FEET SIX INCHES IN WIDTH.

American trials for the Olympics in London, the 400-meter hurdle event was contested over single, track-width, plank hurdles, with the uprights at the ends planted a foot or so in the ground. The timber-toppers of that period found these as much a challenge to their nerve as to their hurdling prowess.

Model T.

When the individual hurdle came into common use after 1908 there was no standard in the weight of the hurdles, nor in their measurement at the base. As late as 1930 there were several types of hurdles used. The Amateur Athletic Union required a hurdle that must weigh at least 15.42 pounds, with a T shaped base measuring 19.685 inches. At the same time the Intercollegiate A.A.A.A. (governing body of intercollegiate athletics in the East) called for a hurdle weighing at least 25 pounds with a T base measuring 26 inches. These specifications were improvements over the heavier and more cumbersome hurdles of the preceding era, but here again we had a varied type hurdle. One was

too light with a small T base, while the other was too heavy with a long T base.

The trouble with this T type hurdle was that when knocked either partially or completely over, the hurdle would rise in falling, thus contributing to the interference with the hurdler and often tripping him so that he lost his stride or fell to the ground. In the final American tryouts for the 1928 Olympics (Amsterdam) two of the best American hurdlers were eliminated from the running because they were tripped up by the rise of hurdles they struck.

In addition to the rise allowed by the T type hurdles there was the difference in overturning force required to knock down the hurdle when it was at 3 feet 6 inches as compared to the force required to knock it down when it was adjusted for the lower heights. The higher the hurdle the less its rise in falling, and the less the force required to tip it over. The T shaped hurdle with a 26-inch base rose and fell according to the following table:

Height of Hurdle	Rise in Falling	Overturning Force
3 ft. 6 in.	1.96 in.	7.73 lbs.
3 ft.	2.26 in.	9.02 lbs.
2 ft. 6 in.	2.69 in.	10.83 lbs.

Noting these differences in the behavior of the type hurdle then popular, Professor F. N. Austin of the Dartmouth Engineering School and the writer began experimenting on a new type hurdle, resulting in the development of a hurdle with the uprights placed two thirds distance to-

FIG. 1—THE L TYPE HURDLE WHICH DOES NOT RISE WHEN TIPPED. FIG. 2—THE T TYPE HURDLE WITH 26-INCH BASE WHICH RISES APPROXIMATELY TWO INCHES WHEN TIPPED AT ITS THREE-FOOT-SIX-INCH HEIGHT, AND TWO AND THREE-FOURTHS INCHES WHEN TIPPED AT ITS LOWEST HEIGHT.

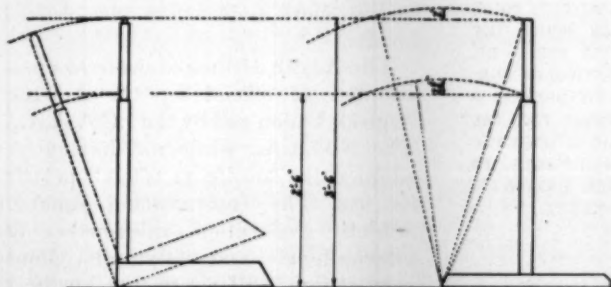
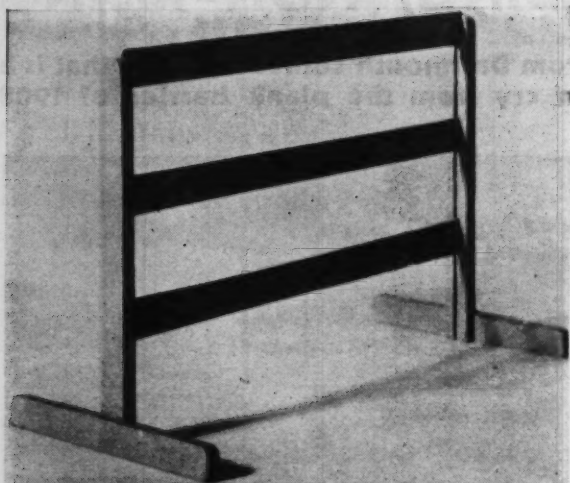
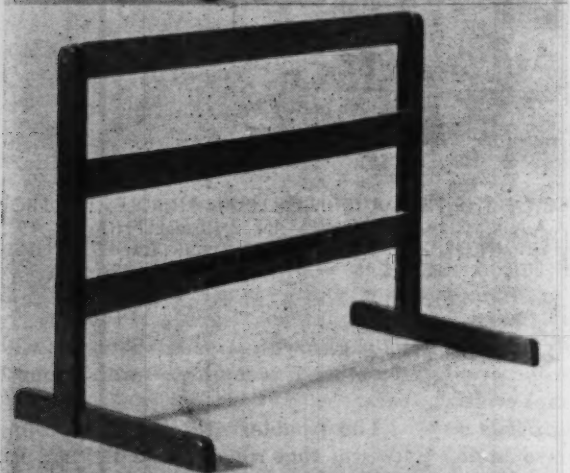


FIG. 1

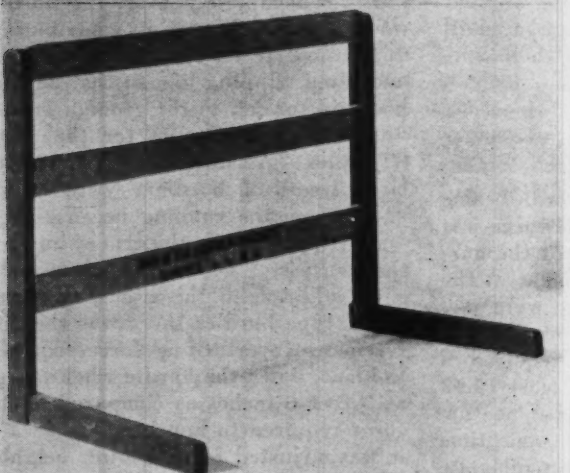
FIG. 2



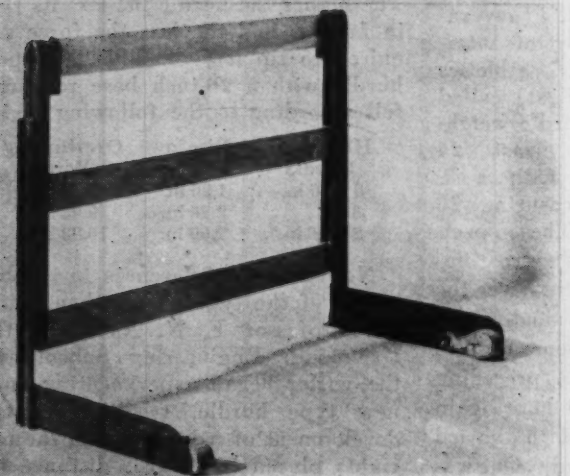
THE OLD "MODEL T" HURDLE WITH THE UPRIGHTS PLACED IN THE MIDDLE OF THE BASE. MANY A FALL WAS DUE TO THE RISE IN THIS HURDLE WHEN TIPPED OVER.



THIS HURDLE, WITH UPRIGHTS SET IN THE FRONT THIRD OF THE BASE, ROSE LESS, BUT STILL LEFT SOMETHING TO BE DESIRED.



THE L TYPE WHICH DOES NOT RISE WHEN TIPPED. WITHOUT THE ADJUSTABLE, COMPENSATING WEIGHTS ITS OVERTURNING FORCE IS DIFFERENT AT EACH HEIGHT.



THE ALL-METAL, FOLDING, NON-RISING, EQUITABLY-WEIGHTED AUSTIN-HILLMAN HURDLE. THE WEIGHTS POINT TO THE REAR WHEN THE HURDLE IS SET FOR 3 FT. 6 IN. THE PARTICULAR HURDLE IN THIS PICTURE HAS A STRIP OF CANVAS FOR THE TOP BAR. THIS IS USED FOR PRACTISE PURPOSES, TO ELIMINATE THE HAZARD TO ANKLES AND KNEES.

ward the front of the base. This eliminated some of the rise in falling, but there still remained a different overturning force at each height. Later we overcame the rise in falling by placing compensating weights on the front and back of each base, causing it to fold when struck. This hurdle, however, fell too easily.

Model L

It was then decided to make the single right angle, or better known as the L, type of hurdle which would require a satisfactory overturning force equal at all heights, and eliminate all rise. This is the hurdle on which Professor Austin and the writer hold a patent. Movable weights were attached to the rear of each base, thus regulating the overturning force at eight pounds at each of the three heights—3 ft. 6 in., 3 ft. and 2 ft. 6 in. When the hurdle is adjusted to a different height the weights should be turned to their proper positions—both weights pointing to the rear for the 3 ft. 6 in. height; one to the rear and one to the front for the 3 ft. height; both to the front for the 2 ft. 6 in. height. Result: No rise in falling at any height, and an equal overturning force of eight pounds. The adjustable weight for each base is black at one end and white at the other, so that it can be seen at a glance what height the weights are set for.

The next step was to experiment with steel in the construction of the hurdle, with a view to reducing manufacturing costs and to produce a hurdle that would not be affected by exposure to the weather. It is well known that wooden hurdles left out in the open over a period of time, change their weight and frequently their shape.

The outcome of the experiments was a lightweight steel hurdle made in sections, which could be quickly taken apart and stored away in one tenth the space required by the assembled hurdle. The new steel hurdle with its narrow uprights gives the illusion of looking lower and smaller than the wooden hurdle of corresponding height. The only objection to be found with the new steel hurdle is that, when falling indoors on wood flooring, it makes more noise than the wooden hurdle.

The Austin-Hillman hurdle has been adopted as official by the Amateur Athletic Union and by the I.C.A.A.A.A. The N.C.A.A., while not having yet adopted the hurdle as official, permits its use. The International Amateur Athletic Federation, rules-maker for international and Olympic Games competition, will act on the hurdle at its meeting in August.

THE GOLF GRIP

By Bill Jones

It has been calculated that the number of golfers in the United States is something like five millions. This estimate is admittedly moderate. From personal observation made while giving some thousands of lessons, I am convinced that at least four of those five millions do not know how to hold a golf club correctly. The importance of using a grip that is basically correct in its essentials can not be over-emphasized. It is the beginning of golf.

There are various types of grips just as there are various methods of swinging, and each may be correct. Each grip has its own inherent advantages, and each certain drawbacks in specific instances. The three popular grips are illustrated on the opposite page. Series "A" pictures the natural grip, "B" the overlapping grip, "C" the interlocking grip. These grips are called *swinging* grips to differentiate them from *putting* grips, one of which is shown in series "D." It would be well worth while for each golfer to study these grips, weigh the pros and cons of each and decide which of the three he is likely to use most efficiently.

The illustrations are so clear that it seems hardly necessary to enter into a detailed description of the manner of applying each grip. A few general observations, however, will give added emphasis to the more important features.

Features common to all

In all three swinging grips the left hand is so placed that the back of the hand is placed almost on top of the shaft. Most professionals grasp the club as shown with all four knuckles showing. However, a grip with only three knuckles in sight is generally sufficient for the average week-end golfer whose arm muscles naturally are not trained to undergo the strain of the twisting necessary for the professional grip. The golfer who does not roll the left arm as pictured is failing to use much power that he might otherwise call upon. He can prove this to his own satisfaction by applying the left hand grip as shown and swinging out to the left, using the left arm only. Now try swinging out in like manner with only one knuckle of the left hand showing. He will instantly realize the vast difference in power.

Another general characteristic of all three grips is the position of the right thumb. As is shown here, the thumb should be diagonally across the shaft and must under no circumstances be

permitted to exert any pressure on the club. The grip with the right hand is centered largely in the "pinch" of the forefinger plainly visible in the completed grip at the bottom of each series of pictures. The right thumb has a penchant for intruding where not wanted and spoiling countless golf swings, probably because it is the strongest of the fingers. It is eminently fitted for pushing thumb tacks, but it has no place in the golf swing.

Similarity now ceases, and to delineate the differences and to indicate the advantages claimed for each grip, it will be necessary to take each in its turn.

The natural grip—"A"

Except for one small change this is the original golf grip that has been used since golf began some six centuries ago. It must be good. Our golfing forefathers wrapped the left thumb around the shaft because of the very thick handles or "grips" then in vogue. With the modern thin leathers, the thumb is more effective when placed along the leather as illustrated. All the fingers in the natural grip are in contact with the shaft, the little finger of the right hand placed in juxtaposition to the forefinger of the left. There is no overlap or interlock.

These advantages are claimed for the natural grip—

1. It is agreed by all authorities that it is the most powerful, most comfortable and easiest to learn.
2. It is the only grip that can be used effectively by persons with short fingers and small hands and wrists. In this class are all Young America, all women and men who are not blessed with large strong hands.
3. Being natural, it needs no justification for its use.

The advocates of other grips are strangely silent in their criticism of the natural grip beyond the fact that it is old fashioned, and therefore not so efficient as the modern grips. The fact that more than thirty champions of United States and Great Britain used it, one as recently as 1932, seems to throw some doubt on the reliability of that theory.

The overlapping grip—"B"

This grip was popularized by Harry Vardon, the famous English professional. It differs from the natural grip in that the little finger of the right hand is removed from the shaft and is lapped over the forefinger of the left

hand. The movie strip makes a written description unnecessary.

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3. Because the hands are working in unison, it is more accurate than the natural grip.

The critics of this grip claim that—

1. Only players with large hands can use it successfully.
2. The power of the right hand is reduced 25% and most golfers can use all the power they can summon.
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The interlocking grip—"C"

In this grip the little finger of the right hand instead of overlapping the right forefinger, is interlocked or entwined with it. The right thumb, is sometimes wrapped around the shaft instead of resting on it as pictured. Users and prospective users of this grip may be interested to learn that Gene Sarazen, the most prominent user of the interlocking grip, regretted his adoption of it in a recent syndicated newspaper article, "Hands Key to Success in Golf."

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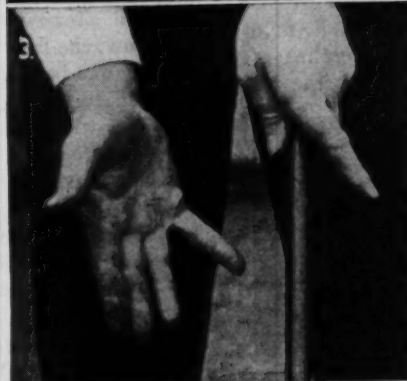
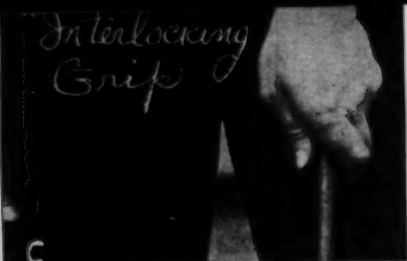
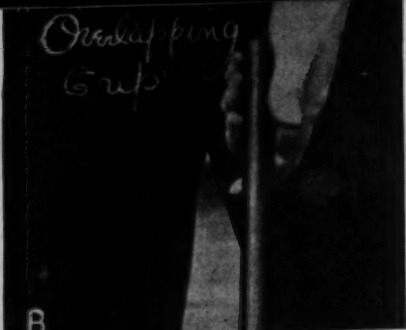
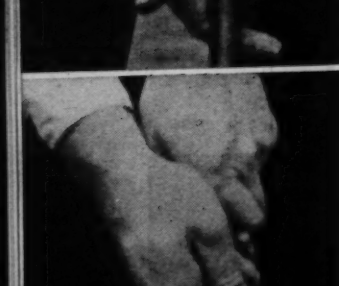
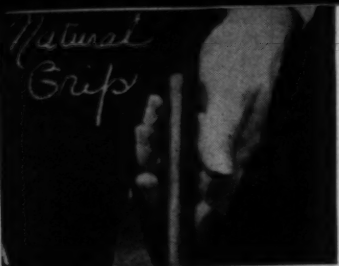
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(Quotations are from Alex Morrison, the foremost advocate of the interlocking grip, and appear in his book *A New Way to Better Golf* (Simon & Schuster).

Critics of this grip insist that, due to its unnaturalness it is extremely difficult to learn and use with enough proficiency to justify the trouble. They also assert that it is by far the weakest of the three grips.

The reverse overlap (for putting only)—"D"

Here is a very popular grip to be used for putting and possibly very short clip shots. In the reverse overlap the forefinger [Concluded on page 40]



Reverse
Overlap
Grip



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VEGETABLE VS. MEAT DIET

By Peter V. Karpovich, M. D.

Vegetarians lack either balance or money, and heavy meat eaters are not ill-natured

THE recent victory of the Japanese Olympic swimming team stirred up the old dispute between the vegetarians and meat-eaters. For an objective observer this discord seems to be rather amusing and the only value that can be derived from it is in learning something about the misunderstandings of both sides. It is very unfortunate that in discussing problems of diet, people use all kinds of arguments which have nothing to do with physiology of nutrition. These irrelevant factors are responsible for a great deal of misunderstanding. It is also true that much is still to be discovered about the effect of different foodstuffs, but we are not justified in substituting imagination for facts as it is being done in many popular articles on diet.

Strict vegetarians are either poor people or faddists. The poor people are likely to be vegetarians because it is the cheapest kind of diet. That is the reason why people of China and Japan are predominantly vegetarians. But they are not strict vegetarians unless you call fish a vegetable. The same applies to the Finns. The countrymen of Paavo Nurmi eat bacon practically every day and drink more milk than most of the people of Europe; therefore they are not strict vegetarians. A special name has been suggested for the egg-milk-vegetarian diet: "ovo-lacto-vegetarian." Now if we include a piece of bacon, then the diet would become "mixed."

Vegetable Apologetics

In order to avoid hair splitting definitions, let us consider the reasons given in favor of a strictly vegetarian diet:

(1) Man according to the structure of his teeth is not a carnivorous animal. Since there is such a close resemblance between man and anthropoid apes their diets should be similar. These arguments are invalid. It is true that man is not a carnivorous animal, yet there is no evidence that he is a herbivorous animal. If we were to follow the example set forth by the apes, we must not only eat plants but insects, worms and small birds.

(2) It is unethical to kill animals and eat their flesh. Drs. E. V. McCollum and N. Simmonds consider this statement as a symptom of mental invalidism. Life seems to have one purpose—to sustain itself. It may be transmitted to the offspring or used by the other animals for the sake of food. The animal life as a matter of fact cannot be sustained without a sacrifice of at least plant life, and some animals cannot exist without sacrificing the life of other animals.

(3) The third argument is that animal proteins may undergo putrefac-

begin to suffer from constipation. On the other hand, too much roughage is not particularly good for the digestive tract. Bran, if carelessly used, will produce an alarming diarrhea.

(6) Exclusion of meat from a diet increases endurance for physical work. Professor Fisher's famous experiments at Yale University in 1907 seem to prove the point for holding arms stretched in the horizontal position and for knee-bending. Kellogg reported similar observations. Just recently Coach Cureton at Springfield College made the observation that a predominantly vegetarian diet increases the endurance of swimmers. All these observations, in spite of their evident validity, need further strictly controlled experiments. They will probably lead to a better mixed diet suitable for American athletes.

National diets

It is worth while to see how a consistent vegetarian and flesh diet will affect people. The population of Iceland before the nineteenth century lived exclusively upon animal food. Apparently they did not suffer from ill health. The noted explorer Stefansson exhumed about a hundred skulls from an old cemetery and found only four defective teeth in the whole collection, the cause of which was evidently a mechanical injury. With the introduction of cereals, canned food and sugar into the diet of the Icelanders, things changed considerably and at the present time the Icelanders suffer from defective teeth almost as much as do other civilized people. The story of the Eskimo diet is just as instructive. The Eskimos usually live on an exclusively animal diet, consume all parts of the carcass, and even eat the skin of some animals. The health, endurance and good disposition of the Eskimos are well known. Rickets, scurvy or even defective teeth are unknown among them. The same can be said about the inhabitants of Greenland and people living along the Northern edge of Russia and Asia. People of China and Japan live mostly upon vegetable diet. They eat rice, a great variety of vegetables, fruits,



ESKIMO BOYS PLAYING BALL*
Eskimos live on a flesh diet.

tion in the intestinal canal and cause intestinal poisoning. It is said that animal proteins contain certain acid-forming substances (purines), that are responsible for some diseases.

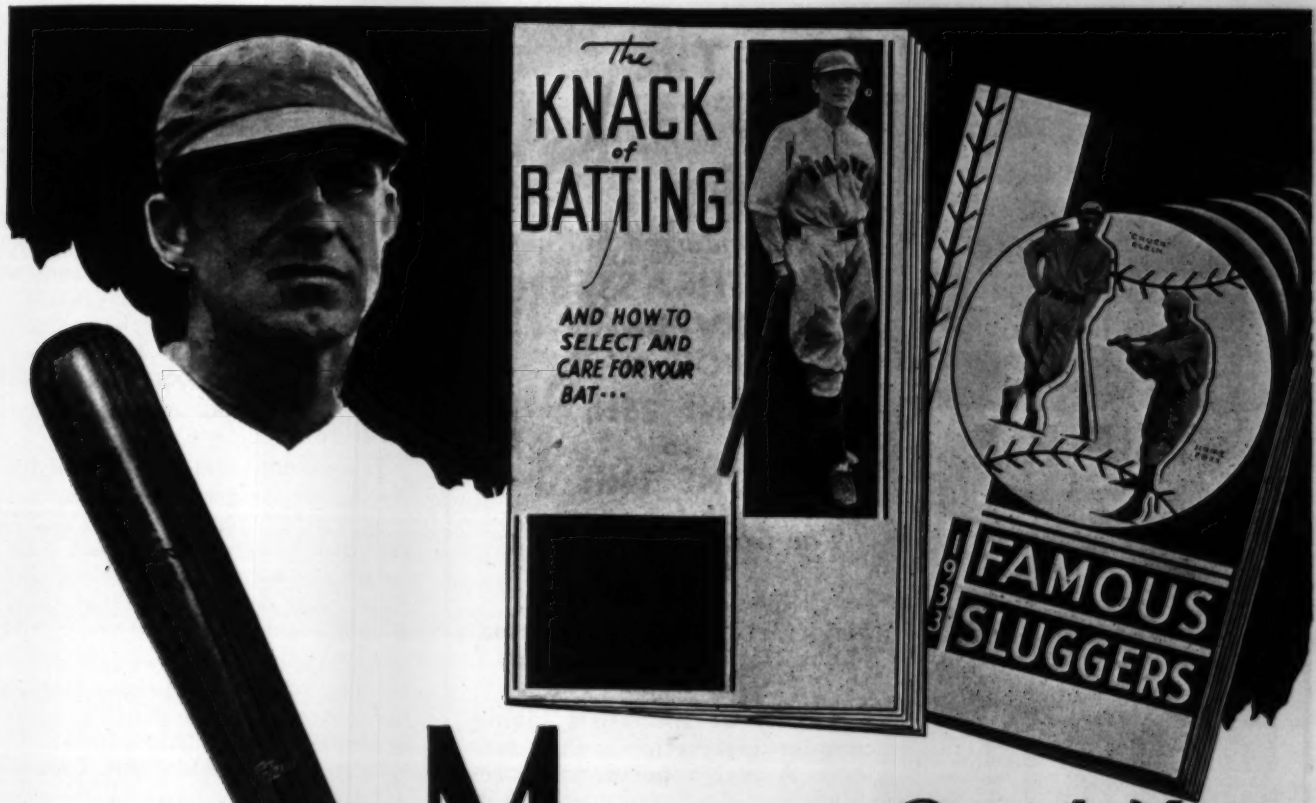
Under the same unfavorable conditions vegetable proteins will become putrid. As far as purines are concerned, they are found in relatively large quantities in common vegetable foodstuffs such as oatmeal, beans, asparagus, tea and coffee.

(4) Vegetarianism produces a good-natured disposition. This is not generally true. Just think of a bull or a he-goat.

(5) Vegetarian diet promotes a better digestion. A properly balanced flesh diet should not interfere with a normal digestion. It is only when people eat too much meat that they

* From *Arctic Explorations* by Elisha Kent Kane, T. Nelson & Sons, London, 1892.

[Concluded on page 20]



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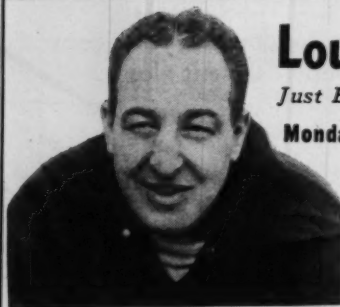
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For Information and Registration write to:

Herbert Kopf, 401 John Jay Hall, Columbia University, New York, N. Y.

Diet

[Continued from page 18]

eggs, beans and some fish. The remarkable endurance of the coolies and jinrikishas is well known.

Is it possible to live on a strict vegetable diet? Of course it is possible but rather difficult and there is a constant danger that the menu will become monotonous and not well balanced. It has been noticed that Russian peasants have suffered from lack of vitamins during Lent, when they lived exclusively on the vegetable diet.

Is meat necessary for a normal diet? No. A man can get along without meat very well. The main value of meat is the protein, only. Meat is not a well balanced food. People are likely to think that because meat is derived from the animal body it should contain every ingredient necessary for the building of the animal body. But because it is only a part of the animal organism it contains building materials sufficient for building only some parts of man's body, namely muscles. Eskimos and carnivorous animals do not eat merely the meat off an animal. They consume practically every part of the carcass and therefore get a well balanced diet.

What should an athlete prefer? There is no sound reason why an athlete should become either a strict vegetarian or a strict flesh eater. He should use a mixed diet. Every article of food should be used in a proper proportion, as it has been shown in the preceding articles. Moderate amounts of meat will be found very helpful. It is only an excess of meat that may become harmful. The same may be said about practically any kind of food.

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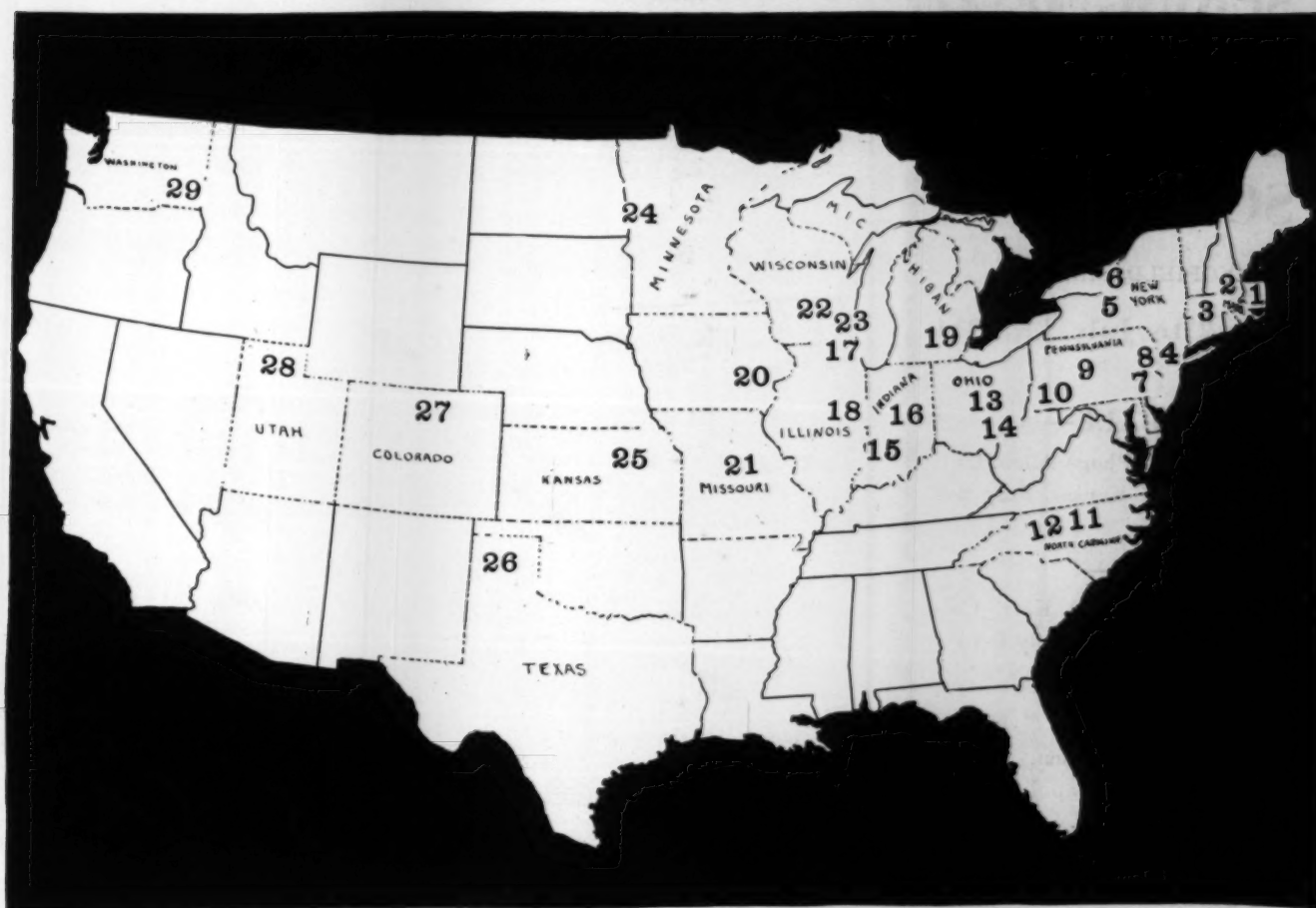
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Boston, Mass., July-August.
3. ***SPRINGFIELD COLLEGE**
Springfield, Mass., July 2-14.
See advertisement page 22.
4. ***LOU LITTLE COACHING SCHOOL**
New York City, Aug. 27-Sept. 1.
See advertisement opposite page.
5. ***COLGATE UNIVERSITY**
Hamilton, N. Y., Aug. 27-Sept. 1.
See advertisement page 24.
6. ***OSWEGO BASKETBALL COACHING SCHOOL**
Oswego, N. Y., June 25-29.
7. ***LAFAYETTE COLLEGE**
Easton, Pa., June 25-30.
See advertisement this page.
8. ***URSINUS COLLEGE**
Collegeville, Pa., Aug. 15-25.
See advertisement page 24.
9. ***PENN STATE COLLEGE**
State College, Pa., July 2-Aug. 2.
See advertisement page 24.
10. ***UNIVERSITY OF PITTSBURGH**
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11. ***DUKE UNIVERSITY**
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12. ***UNIVERSITY OF NORTH CAROLINA**
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13. ***NORTH HIGH SCHOOL**
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See advertisement page 22.
14. ***OHIO UNIVERSITY**
Athens, Ohio, June 11-July 7.
15. ***INDIANA UNIVERSITY**
Bloomington, Ind., June 13-July 11.
16. ***BUTLER UNIVERSITY**
Indianapolis, Ind., Aug. 13-18.
17. ***NORTHWESTERN UNIVERSITY**
Evanston, Ill., Aug. 13-25.
See advertisement page 23.
18. ***UNIVERSITY OF ILLINOIS**
Champaign, Ill., June 18-July 28.
19. ***UNIVERSITY OF MICHIGAN**
Ann Arbor, Mich., June 25-Aug. 17.
20. ***UNIVERSITY OF IOWA**
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22. ***UNIVERSITY OF WISCONSIN**
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See advertisement page 20.
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25. ***KANSAS STATE HIGH SCHOOL COACHING SCHOOL**
Topeka, Kan., Aug. 7-17.
26. ***TEXAS TECH**
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See advertisement page 24.
27. ***DOANE COLLEGE**
Estes Park, Colo., July 23-Aug. 2.
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Chronological Directory

JUNE

- JUNE 11**—Ohio University, Athens, O., June 11-July 7.
University of Missouri, Columbia, Mo., June 11-Aug. 3.
Utah Agricultural College, Logan, Utah, June 11-16.
- JUNE 13**—Indiana University, Bloomington, Ind., June 13-July 11.
Washington State College, Pullman, Wash., June 13-July 12.
- JUNE 18**—*North High School, Columbus, Ohio, June 18-23. See adv't. opposite page.
University of Illinois, Champaign, Ill., June 18-July 28.
- JUNE 25**—*New England Coaching School, Boston, Mass., June 25-30. See adv't. page 20.
*Lafayette College, Easton, Pa., June 25-30. See adv't. page 21.
Oswego Basketball Coaching School, Oswego, N. Y., June 25-29.
University of Michigan, Ann Arbor, Mich., June 25-Aug. 17.

JULY

- JULY 2**—*Springfield College, Springfield, Mass., July 2-14. See adv't. opposite page.
*Pennsylvania State College, State College, Pa., July 2-Aug. 2. See adv't. page 24.
- JULY 16**—University of Wisconsin, Madison, Wis., July 16-Aug. 3.
- JULY 18**—Duke University, Durham, N. C., July 18-21.
- JULY 23**—Doane College, Estes Park, Colo., July 23-Aug. 2.
University of Pittsburgh, Pittsburgh, Pa., July and August.
Boston University, Boston, Mass., July and August.
- JULY 30**—*Texas Tech, Lubbock, Tex., July 30-Aug. 11. See adv't. page 24.

AUGUST

- AUGUST 7**—Kansas State High School A.A. Coaching School, Aug. 7-17.
- AUGUST 13**—*Northwestern University, Evanston, Ill., Aug. 13-25. See adv't. this page.
Butler University, Indianapolis, Ind., Aug. 13-18.
- AUGUST 15**—*Ursinus College, Collegeville, Pa., Aug. 15-25. See adv't. page 24.
- AUGUST 20**—*Lieb-Meanwell Coaching School, St. Francis (Milwaukee) Wis., Aug. 20-26. See adv't. page 20.
University of North Carolina, Chapel Hill, N. C., Aug. 20-Sept. 2.
- AUGUST 27**—*Lou Little Coaching School, New York, N. Y., Aug. 27-Sept. 1. See adv't. page 20.
*Colgate University, Hamilton, N. Y., Aug. 27-Sept. 1. See adv't. page 24.
*Moorhead Coaching School, Moorhead, Minn., Aug. 27-Sept. 1. See adv't. opposite page.

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at the basket. The ball swishes through
and the galleries go wild. The elec-
tricity of their enthusiasm seems to
flow into the star player like a gal-
vanic current. At the toss, he leaps in,
takes the ball in the air, whirls and
shoots another basket with deadly pre-
cision.

Nothing can stop him now. The
mad cheering of the crowd is like wine
in his blood. For the moment, he's a
superman who can perform miracles.

A basket from the middle of the
floor, another from a sharp angle in
the corner, a marvelously clever
dribble, then a one-handed throw over
his head that teeters on the rim, then
drops through. More than enough
points to win.

Oh, boy! What a player! What a
shot! What a star!

In the midst of all this applause, it
is perhaps a little untimely, but never-
theless pertinent, for us to inquire:
"Can he take it?"

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A great deal has been said in the past about the ability to endure defeat, disappointment and physical punishment, but most players really "take" these adversities remarkably well. But whether they can take admiration, applause and ballyhoo and still keep clearly in mind that achievement is the real thing and admiration only a by-product is another question.

And yet no lesson in character building that sport can teach is more important than this.

It is not difficult for boys to learn that they must bear defeat manfully. After all, they can always make up for today's loss by tomorrow's victory, but it needs a wise coach, with a real understanding of individual psychology, to counteract the effects of too much praise.

"You'll be a man, my son," says Kipling, "when you can meet with Triumph and Disaster and treat those two impostors just the same."

It has taken many a man years to overcome a sad tendency to work for admiration rather than real accomplishment because the thirst for easy forms of popular approval had been built into his system during formative years.

Amid thrilling and dramatic spectacles of modern sport, the conscientious coach, who looks upon himself as something more than a sport strategist, aims to instill in his boys a clear distinction between real success and the fame that the world grants for what it judges to be success.

There are three principal psychological types that a coach has to understand and handle in neutralizing the effects of excessive applause and ballyhoo.

The first type is the well-known "grandstand" player who likes the cheers of both sexes so much that he will perform almost any antic in order to win them except to undertake a sadly needed bit of self-sacrificing team play at a crucial moment.

Unfortunately, the real bits of skill and heroism in a game are never understood by the spectators and so go unrecognized. Fifty percent of the coach's psychological job, therefore, is to recognize and to applaud these unappreciated performances with sufficient, but not superfluous, words of public praise. The other fifty percent of his psychological job is to instruct the grandstand player, with more or less finesse, in how to become more manly by divorcing himself from dependence on admiration, and concentrating on greater real achievement.

Another type of player who is sometimes adversely affected by applause

[Concluded on page 27]

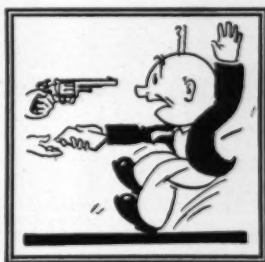


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THE NATIONAL HIGH SCHOOL FRONT

**From the office of the National Federation
of State High School Athletic Associations**

THE National Council of the National Federation of State High School Athletic Associations held its annual meeting at Cleveland, Ohio, on February 26th. There were three sessions of the council besides the meeting of the National Football Rules Committee. A poll of delegates showed a total of 44 delegates present representing 21 states. Three of the states represented, however, are not yet members of the National Federation but are indicating interest and may affiliate with us at some future time.

Among the official acts of the Council were four of general interest to all men concerned with high school athletic problems. These are:

1. It was unanimously recommended to the National Basketball Rules Committee that the minimum circumference of the official basketball be made $29\frac{1}{2}$ inches.

2. It was unanimously recommended

that state high school athletic associations, high school athletic conferences and all others conducting meets for high school boys experiment with a 36-inch high hurdle.

3. It was recommended that the National Federation attempt to secure the privilege of publishing its own edition of the national basketball rules, the privilege to be secured through the payment of a royalty to the National Basketball Rules Committee.

4. It was voted with only two dissenting votes that the executive committee be instructed not to sanction any national athletic meets for high school boys.

In addition to these important motions, the annual election of members of the executive committee was held and resulted in the re-election for a period of three years of C. S. Davis, Steelton, Pa.; L. L. Forsythe, Ann Arbor, Michigan, and R. E. Rawlins, Pierre, South Dakota.

At the meetings of the executive committee which were held preceding and also following the meeting of the National Council some actions of general interest were taken:

1. H. V. Porter, Chicago; H. L. Ray, Chicago, and E. A. Thomas, Topeka, Kansas, were appointed to serve for one year as investigating and editorial committee on the interscholastic football rules.

2. The committee on records was instructed not to accept as championship records any records made in unsanctioned meets.

3. The secretary was instructed not to issue sanctions for any kind of athletic meet for high school boys to non-educational institutions or organizations.

4. H. V. Porter of Illinois and Floyd A. Rowe of Ohio were appointed members of the National Basketball Rules Committee for two years and W. I. Black of Nebraska and H. A. Swaffield of Connecticut were appointed for one year. E. A. Thomas of Kansas was appointed member of the National Track and Field Rules Committee for two years.

5. C. W. Whitten of Chicago was re-elected secretary of the National Federation for a period of one year.

6. A budget totalling \$2,225.00 was adopted for the year 1934-35.

On the whole, the meeting was one of the most harmonious held since the founding of the National Federation. On the surface, at least, it appears that the high school men throughout the entire country are coming to realize that the achievement of the educational aims of interscholastic athletics can be more effectively promoted through the National Federation than by any other means.

The high hurdles

RELATIVE to the matter of proper heights of hurdles for high school boys and proper distances between them, we have an interesting letter from A. M. Barron, track coach at Swarthmore College. Mr. Barron relates his experiences extending over a period of several years in experimenting with hurdles of different heights. His conclusions are that for the high hurdles a 39-inch hurdle is a more desirable height for high school boys than either the 36-inch or the 42-inch. This conclusion is at variance with the conclusion reached in Wis-



Armstrong Roberts Photo

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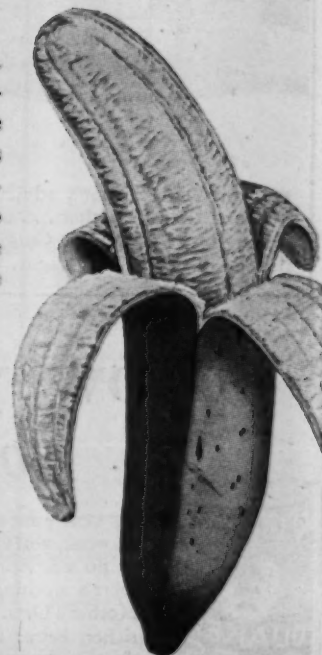
"VERY NOURISHING and EASY to DIGEST"

says

THOMAS F. ALLEN
Director Physical Education
Public Schools, Glens Falls, N. Y.

"I have given mashed bananas to teams while on trips and found them to be very nourishing. Ripe bananas are good for children so they certainly should be good for athletes. The old theory about their being indigestible has been proven false."

(signed) THOMAS F. ALLEN.



DON'T look upon bananas as a tid-bit. They're packed with good, solid nourishment. Measured in food value, they're one of the best and least expensive foods your men can eat. Furthermore, ripe bananas are so easily digested they are fed to infants, on doctors' orders. Bananas are mellow when they're yellow, and fully ripe when flecked with brown.

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consin where extensive experimentation has been carried on. It is the conclusion of the Wisconsin men that 36 inches is the optimum height of high hurdles for high school boys.

At any rate, these experiments should impress upon our minds the fact that along many lines athletic activities for high school boys need conditions and rules of competition especially adapted to the age group and which, in many instances, should vary widely from those desirable for college men and professional athletes.

C. W. WHITTEN
Secretary,
N.F.S.H.S.A.A.

Can Your Boys "Take" It?

[Continued from page 25]

is the one with an inferiority complex; who has never secured a great deal of admiration and who is flabbergasted when he gets a little and has no idea how to handle it. Such a player must be treated differently from the other. He needs quiet and private encouragement to build up inner faith and confidence in his ability, and to stimulate him to increase his potential powers, enlisting whatever applause may come his way as an added incentive to further mastery.

The third type of player is the one we call the "born showman." There is no question that this type functions at highest pitch in front of the grandstand.

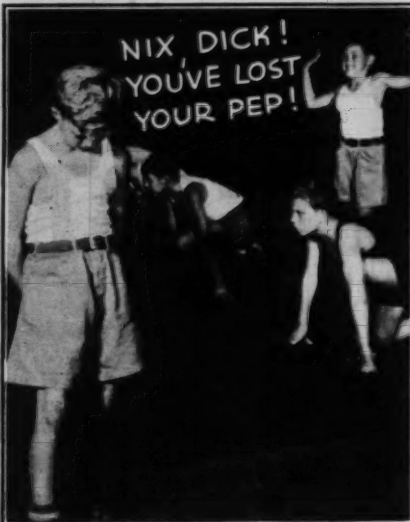
At his best, an individual of this type does not allow the crowd's reactions to interfere with performance, but actually utilizes the crowd spirit to sweep him on to great deeds of valor. Such a type never allows himself to be deceived by what the crowd has to give and is never submerged by the crowd. Rather he rises above the crowd mind and rides it forward to victory like the colorful and dramatic hero that he is.

Babe Ruth's performance in making a one-handed catch before crowded and hostile bleachers in St. Louis stamped him unmistakably as the master showman to whom jeers were as stimulative as cheers.

But few high school boys aim to become players of some professional sport. Most of them need to learn habits that will be of use to them in the business and professional, and not in the sports world. And one of the most valuable habits that they can possibly acquire is the ability to treat triumph, along with disaster, as something irrelevant to the main issue, namely: real achievement and performance, as judged by their own inner standards and the opinion of those who are competent to judge.

R. H. MATHEWSON.

DICK BREAKS THE TAPE!



1 "G'wan Dick. You don't have the old steam any more." With the big track meet just two months away, Dick is disqualified!



2 Then Dad Turner, the kindly coach, lent a helping hand. Advised Dick there's nothing builds you up as fast as a good hot Quaker Oats breakfast.



3 And Dad Turner's advice wasn't hard to take either... a creamy, steamy bowl of Quaker Oats, all smothered in cream and sugar. Oh boy!



The smile that won't come off!

4 Dick's speed and endurance in the 100 yard dash wins the meet! And Dad Turner presents the silver cup to Dick.

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IF YOU want to win, on the track as well as in school work, you've got to have plenty of pep and energy to go on. And for a breakfast that stands by you there's nothing compares with Quaker Oats and Mother's Oats. Not only do these two oatmeals have richer, better flavor that comes from roasting, but they are the only oatmeals enriched by ultra violet rays to give extra nourishment. They cook in 2½ minutes!

THE QUAKER OATS COMPANY



Full of Life

[Continued from page 10]

effort; an interest and joy in work and recreation kept in sensible proportion and balance. There is freedom from pain, for this inevitably interferes with clear thinking, concentrated effort and effective action. Pain, of course, may be a warning sign of some serious disturbance or disease in the body. However, serious conditions may exist and develop with little or no pain or discomfort—at least in the beginning. The answer to this problem and need is the periodic health examination which should occur at least once a year for high school students. The occurrence and persistence of pain calls for prompt health advice or medical treatment.

The sense of well-being

From the rising hour till bedtime the healthy youth lives, learns and acts in an atmosphere of joyous experience and satisfaction in all activities and in successful completion of these activities. Daily he finds new attractions in his world, and with a sense of well-being he can surmount obstacles which are far more difficult or impossible for the less fortunate in health. When the day is over the sufficient number of hours of carefree, refreshing sleep and rest provide this youth with amply renewed vigor for the growth and activities of the morrow. There is a feeling of being refreshed and recuperated on rising in the morning after a customary night's rest, and a feeling of healthy fatigue as night approaches.

Mental well-being accompanies physical health. This is manifested by clear thinking; by self confidence balanced by modesty; by fearlessness without foolhardiness—this is true courage—by love of the truth and by cheerfulness. On occasion, and in emergency, there will be anxiety or temporary worry, but there is freedom from persistent worry which is one of the most destructive influences upon life and health, upon physical as well as mental fitness.

Healthy youth is characterized by intellectual honesty as well as moral honesty; and while these overlap and closely dovetail, they are not identical or synonymous. Youth in good health enjoys social contact with others, with companions contemporary in age, and with older and younger persons. He is socially minded. He is essentially and, on the whole, unselfish. He plays the game fairly, with intense purpose and effort to do his best in individual, and

in cooperative or team effort. He is interested in his own activities but also in those of others; he concentrates on the present task; he meets issues and problems squarely by constructive thinking and action.

He or she even learns to do unattractive and monotonous tasks with cheerful patience and even enthusiasm in anticipation of the satisfaction and consciousness of success when such tasks are completed in a creditable manner. In general, and in relation to his years, he thinks rationally and chooses sensibly. At the same time he accepts advice and guidance on many matters from older people who win his respect and confidence.

While he wishes to understand the reasons for conduct required or expected of him, he is ready to face facts and reality in an objective and impersonal manner. He is then willing to recognize his own mistakes and faults as well as those of others. In accord with this, he is willing to place blame with admission of that which may be long to him. In brief summing up, the healthy youth requires and demonstrates all of the essential traits and qualities of good sportsmanship.

The healthy boy or girl in high school has been freed from all remediable health defects and handicaps whether these are physical, mental, emotional, social, or ethical. Some of these can be corrected only by others; e.g. defects of vision, hearing and teeth, and other bodily defects requiring surgical procedures. However, defects of speech and posture, as well as faults of mental and emotional nature, also of social and character personality, require indispensably the full co-operation of the person affected. As explained in a previous article, the enlistment of understanding, skill and desirable attitude of the student in the task of correcting his defects may constitute a vitally important part of the health education of that individual. Distribution of the Health Scale* among the students may prove an aid in the establishment of this desirable attitude.

Illustrating the importance of uncorrected health defects, the following statement is quoted from a very recent safety conference in which a significant proportion of preventable industrial accidents were attributed to faulty feet: "Three out of five persons suffer some form of foot trouble. Slipping and falling due to defective feet and walking habits cause more deaths and injuries in one day than the industrial disease of silicosis (injury to the lungs caused by inhaling a mineral dust) causes in a year."

*The Scale, page 11, has been adapted by Dr. Wood from his Health Scale for Adults.



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Passes From Scrimmage Line Allowed By Federation Rules

THE high schools of those states* where the National Federation Official Interscholastic Football Rules have been adopted will have the opportunity to put to a test the much-discussed forward-pass rule which allows a forward pass to be thrown from any point behind the line of scrimmage. Heretofore the passer had to be at least five yards behind the line of scrimmage. The National Collegiate A. A. football rules for 1934 did not make this change, though it was a proposal under much discussion.

Other important changes in the National Federation code were made by the National Federation Football Rules Committee at its meeting last month in Cleveland, four of which are departures from the code of the National Collegiate A. A. A second outstanding departure is concerned with the distance of the in-bounds lines which, in the N. C. A. A. code are ten yards from the sidelines, but in the new Federation rules are to be fifteen yards from the sidelines.

In its report the Federation Football Rules Committee expressed a desire to keep the Federation rules in harmony with the N. C. A. A. rules, as far as their effect on the character of the game is concerned. These departures from the N. C. A. A. code were made on demand of a majority of the high school coaches in the interested states who responded to a questionnaire sent out by the Rules Committee. Three other states, not having officially adopted the Federation rules, reported coach sentiment strongly in favor of the two outstanding changes.

In the matter of the policy of the National Federation toward keeping its football rules in technical harmony with the N. C. A. A. rules, the Federation Rules Committee made this statement:

As a general policy it was decided that minor differences between the National Federation code and the National Collegiate code as far as actual rulings on play situations were concerned should be eliminated wherever possible. However, in the matter of differences which represented some major improvement in playing procedure or rules study it was decided to make desired changes regardless of any differences which might result.

In addition to the forward-pass-from-any-point-behind-the-line-of-scrimmage rule and the 15-yard-in-bounds rule, the National Federation rules for

1934 will prescribe three other appreciable differences from the N. C. A. A. rules. (1) A kicked ball is to remain a kicked ball only until it has been in player possession. (2) If a backward pass or fumble is out of bounds and was last touched simultaneously by opposing players it belongs to the opponents of the team which last had possession of the ball. The N. C. A. A. code prescribes that it belongs to the opponents of the team which put the ball in play. (3) All 25-yard penalties are eliminated, so that there are only major and minor specific distance penalties, namely, 15 and 5 yards.

The Federation Rules Committee stated that the companion volume to the rule book, *Football Play Situations*, will again be issued, in which every possible situation open to misinterpretation will be explained and the official interpretation given.

A.P.E.A. Annual Meeting

The national annual meeting of the American Physical Education Association will be held April 19-21 in Cleveland.

TENNIS STROKING



WITH VINNIE RICHARDS

See how a World's Champion plays his strokes! Send for Vincent Richards' free booklet illustrating and explaining in detail his forearm drive, backhand slice, forearm volley, overhead smash, backhand volley and service. All the most important shots in tennis in a form you can study and improve your game. Yet it costs you nothing! Fill out the coupon today for your free copy and full information about the world famous Dunlop tennis ball and racket. Clip coupon now.

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*Illinois, Wisconsin, Iowa, Kansas, Alabama—up to April 1. Several other states are voting on adoption this month and next.



Quick Energy Wins!

A tired athlete is of little value to his team or coach. . . . Exhausted muscles can't supply that drive that wins. . . . Many college trainers and coaches are now using some form of "energizer" for their players in the more strenuous sports. Physicians for many years have used dextrose as a source of quick fuel and energy. In the fall of 1933, Eskay's Dextrettes, a convenient dextrose tablet, was first introduced for use in athletics. Dextrettes supply muscle fuel, build reserve energy and relieve fatigue during and after

athletic contests. Here is what some coaches and trainers write us:

"From personal trial I found the tablets eliminated 'that tired feeling.'"

Team Trainer.

"I feel that the tablets picked the men up a good deal."

Athletic Director.

"Our teams have been well pleased with the Dextrettes and I would not hesitate to recommend them to any coach or trainer."

Head Trainer.

"I am absolutely sold on Dextrettes."

Track Coach.

ESKAY'S DEXTRETTES

supply real energy immediately and
with no undesirable after effects

SMITH, KLINE & FRENCH LABORATORIES • PHILADELPHIA, PA.



See Next Page for Free Offer

ESKAY'S DEXTRETTES

A source of quick energy for those engaged
in all forms of athletic and muscular activity

Scientific investigations into the causes of physical exhaustion have shown that fatigue has a direct relationship to the amount of sugar in the blood. To offset fatigue, the carbohydrates (sugars) burned up during violent physical exertion must be replaced.

Champion Crew 1924

As early as 1924 Henderson and Haggard, in studies of a Yale crew that won the Olympic championship, showed that carbohydrates are the best fuel of muscle. Other investigators have reached the same conclusion.

Carbohydrate food (sugars, starches, etc.) is broken down in the course of digestion. One of its ultimate products is dextrose, which is the sugar found in the blood. It is this sugar which supplies energy directly to the body. In other words, the energy in carbohydrates is the dextrose which they eventually become. Because dextrose is the ultimate carbohydrate, it supplies a quick fuel without digestion and with no loss of energy.

DEXTRETTES, THE IDEAL ENERGIZER

In interviews with the coaches and trainers of more than thirty leading Eastern colleges we found that the ideal source of energy for use in athletics should possess the following qualities:

1. Efficiency in building reserve energy and in relieving fatigue.
2. Rapidity of action.
3. Convenience.
4. Absence of after effects.

In Eskay's Dextrettes we believe we are presenting the one product which meets all of these requirements.

1. Efficiency in Relieving Fatigue

Several scientific investigations have been made on the relation of fatigue to blood sugar. Dr. Gordon and his associates studied the physical condition of the contestants in several Boston Marathon Runs and in the Coast-to-Coast Marathon. They reached this conclusion: "It seems, therefore, that the pictures of exhaustion, weakness, shock and other symptoms of hypoglycemia (lack of sugar in the blood) following prolonged effort may be prevented by the timely and adequate ingestion of carbohydrates."

Dextrose is the ideal carbohydrate for this purpose. Used as a part of the training diet and eaten before a contest Eskay's Dextrettes build up the energy reserve. During a contest they have a directly energizing effect. Taken after a contest they minimize the consequent exhaustion with its strain on the nervous system.

In many cases of nervous exhaustion it has been found that the blood sugar content is low. By raising the blood sugar Dextrettes are beneficial in relieving the nervous exhaustion which is often as great a problem in an athletic contest as is physical exhaustion.

2. Rapidity of Action

Dextrose requires neither digestion nor chemical change for assimilation. From

the time a Dextrette enters the mouth its action in supplying energy begins.

3. Convenience

Eskay's Dextrettes are a convenient dextrose tablet and can be administered right on the playing field. They contain peppermint flavoring and are extremely pleasant to the taste. They are chewed and eaten like candy.

4. Absence of After Effect

Dextrettes contain no "dope" or depressants of any kind and are not habit-forming. Each tablet contains approximately 30 grains of dextrose and $\frac{1}{2}$ grain of magnesium oxide. They are sugar in its purest form, beneficial, harmless and followed by no subsequent "let down." They are a valuable food, even apart from their energizing effect.

Dextrettes are not laxative. The equivalent of one teaspoonful of milk of magnesia to each six tablets was added to offset the tendency to constipation caused by all sugars, and to provide a pleasant antacid effect.

There is no danger of overdosing. Dextrettes can be taken in whatever quantity is necessary to relieve fatigue without upsetting or nauseating.

A PROVEN PRODUCT

Dextrose has been used by physicians as a source of quick fuel and energy for many years.

Dextrettes have been used by the trainers and team physicians of many leading Eastern colleges with very favorable results. They have proved of value in football, basket ball, baseball, track, tennis, swimming, wrestling, etc. The greater the amount of physical exertion required, the greater is the value of Dextrettes as a source of quick energy. The advantages of Dextrettes are apparent as compared to such stimulants as candy, orange juice, sweetened tea and lump sugar, which load the stomach and must be digested, with a consequent loss of energy.

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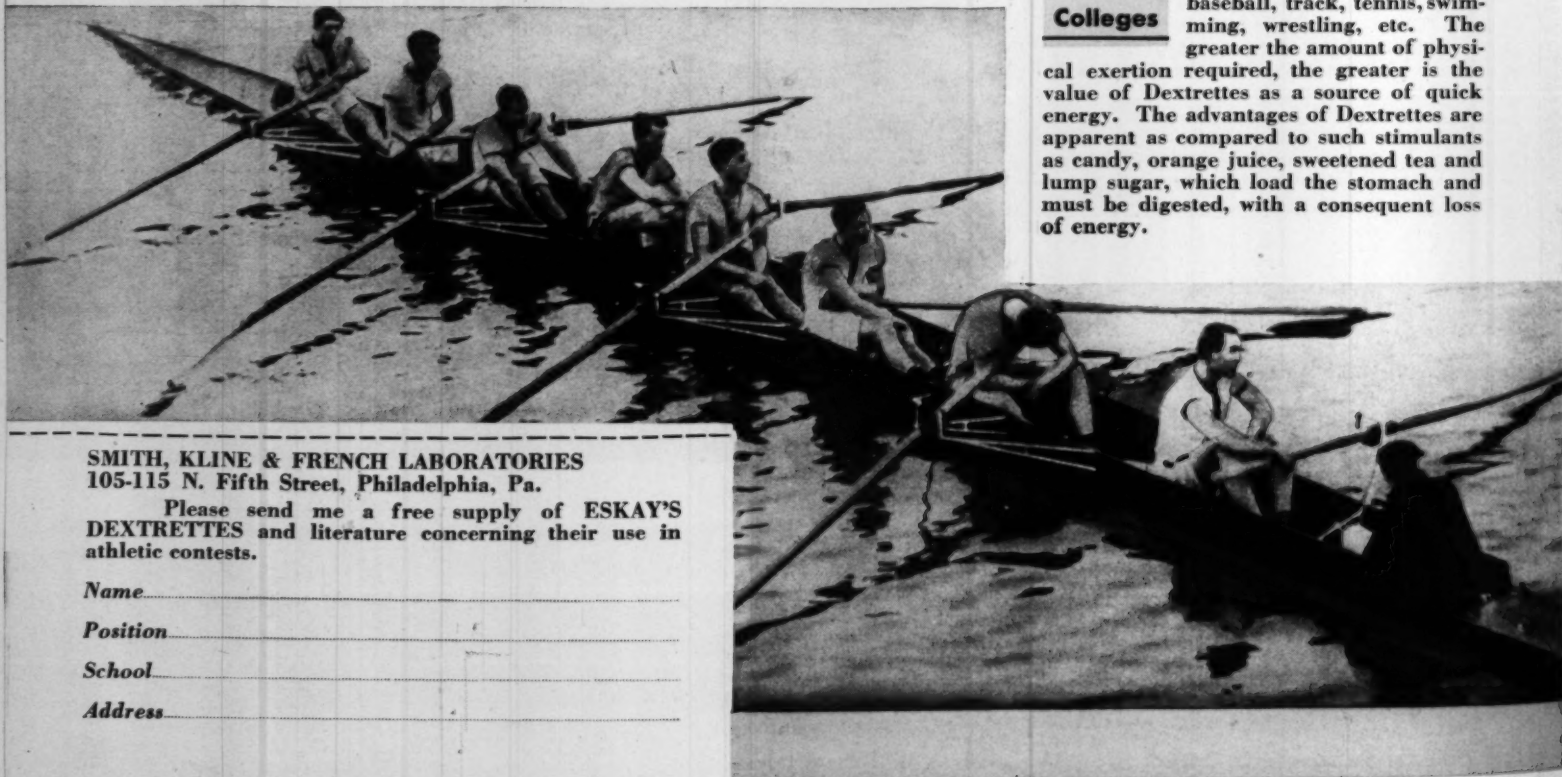
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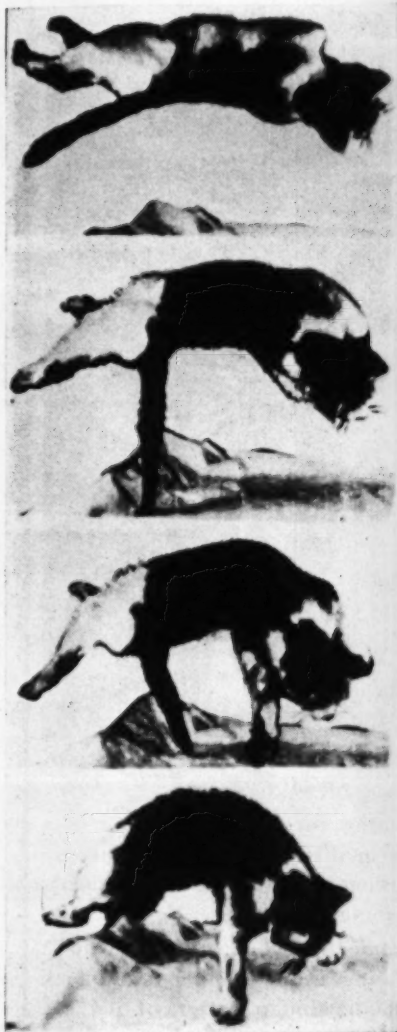
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For Your Bulletin Board



Keystone

ABOVE—THE PHENOMENON OF THE FALLING CAT: High speed photographic evidence, produced by the Massachusetts Institute of Technology, showing how the cat, famous for righting itself on a fall, always lands on its feet. Note the use of the tail.



Underwood & Underwood

ABOVE—THE GREAT BOBBY JONES AS HE WAS WHEN HE WON HIS FIRST NATIONAL CHAMPIONSHIP AND AS HE IS TODAY: The greatest golfer of all time is changeless in his golfing form. The picture on the left was taken in 1923; the one on the right just a month ago at Atlanta where he practised for his return to competition in the "Masters Championship" over the Augusta National Course which he helped to design. He finished ten strokes behind the winner, Horton Smith.



Wide World

RIGHT—HOW A TENNIS PLAYER FALLS WHEN HE DROPS: Jean Borotra, "The Bounding Basque" from France, bouncing off the court on the Riviera, where he took part in tournaments before embarking for the United States. Borotra was defeated last month in the third round of the National U. S. indoor singles championship by Frank Bowden, a relatively unknown player.



Acme

BELOW—A TRICK SHOT BY OUR NATIONAL CHAMPION, WHO IS AN ENGLISHMAN: Fred Perry, U. S. national singles champion and English Davis Cup star, batting a backhand behind his back, in a warm-up session. This stroke not recommended for tournament play.

Owen Reed



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New books on the sportshelf

Get in the swim

HOW TO TEACH SWIMMING AND DIVING. By Thomas Kirk Cureton. Vol. 1. 238 pp. Association Press, New York. \$3.

THE record of man's locomotion through the water by means of his own arms and legs and of the increasing speed at which he has, aquatically, moved from his early paddling in the River Nile to his modern flutter-kicks in the Olympic waters of Los Angeles, is presented with a human interest that makes no sacrifice to academic accuracy in *How to Teach Swimming and Diving*, the first volume of Thomas Cureton's work on human life in the water.

We have no record of any ancient Johnny Weissmuller or Helene Madison having survived the Flood of Genesis by diving off the last mountain in the wake of The Ark, but savage man swam to avoid wild animals, "using a stroke which is related to the crawl in its simple fundamental coordinations." So you see that it wasn't Duke Kahanamoku nor even Mr. J. Trudgen (not Trudgeon, says Prof. Cureton) who first conceived the idea of lifting the arms out of the water for the recovery of the stroke. Mr. Trudgen in England and, later, the Duke in Hawaii, made notable contributions to the development of the overarm stroke with its attending increase in speed, but Trudgen himself, sometime around 1890, after defeating the best swimmers in England, was surprised to hear that he was considered to have such an unusual stroke. He said that it was the usual style where he came from (the West Indies). Nevertheless, to Trudgen goes much of the credit for popularizing in England, Germany and America the style of alternately lifting the arms out of the water in recovering for the next stroke.

When we think of England ruling the water we usually don't tie up the thought with swimming. But England had her day in speed swimming and Trudgen perhaps did more than anyone else to give it to her, though compared to what our little friends, the Japanese, are doing today the Trudgen of the Gay Nineties was a snail's pace. After the Trudgen came the Australian crawl, which, in 1903, was considered a novelty in the United States. Then out of a welter of dozens of variations of the Australian crawl came what our patriotic swimming impresarios called the American crawl,



From the lithograph "Pool" by Robert Riggs

—Courtesy the Rehn Galleries

much to the annoyance of the Australians, who accused us of not playing cricket. But there was a real difference between the American crawl and the Australian on which it was patterned. That difference lay in the kick of the feet. Where the Australian feet went out in a wide thrash frog-like, the Americans started using a continuous fluttering of the feet, and therein is explained the great speed of the swimmers of the modern era. "By 1907," Prof. Cureton says, "the American stroke had become the premier racing stroke of the world. At the London Olympics in 1908, Daniels and Hebner clearly demonstrated the superiority of the American stroke. Since that time the Australian stroke has been obsolete for racing."

It was the American crawl in the hands of physically superior swimmers that sent the Japanese streaming ahead of all others at the Olympics in Los Angeles. Some writers have stated that a new stroke, the Japanese crawl, had been developed across the Pacific, implying improvements over the American style. Prof. Cureton does not mention what these stroke-mechanical improvements are supposed to be. Other reasons for the Japanese supremacy have been advanced by various writers and arranged by Prof. Cureton as follows:

Mental Attitude. Superior financial backing and national interest, which resulted in a better organization for the task. Superior unity of purpose in

conquering for Japan, resulting in a higher quality of loyalty to purpose and seriousness for the requirements of training.

Organic Condition. Social customs, facilitating utter simplicity and lack of sophistication in matters of diet, sex and entertainment. The Japanese are said to practise four times as hard as the American swimmers.

Structural Aptitude. Better buoyance and flexibility of the Japanese.

Mr. Cureton's book, as its title suggests, is a manual and text to aid teachers in the practical work of swimming and diving instruction, and I do not want to give the idea that it is preoccupied with the historical development of swimming strokes. The chapter on this phase, however, is so interestingly presented that it held at least this reader in a twelve-beat flutter of excitement with the turn of every page.

Swimming instructors and coaches are given in this first volume an orderly presentation of all the theories, facts and practises pertaining to the business and profession of managing swimmers, would-be swimmers and the places they swim in. The volume is a handbook on swimming pool control, the laws of learning applied to swimming, supervision of health and safety, teaching methods and techniques—ancient, medieval and modern (all of

them, including Prof. Cureton's, so that you may take them or leave them), the physiology and body mechanics of the sport, and some conclusions on buoyancy, breathing and broncho-busting. Yes, Prof. Cureton has not overlooked the play element. Those inflated rubbery monsters of the deep which you may have attempted to mount in one of your freer moods, are duly recognized and photographed. They are aids to teaching "confidence and adjustment to the water." But for the very young Prof. Cureton advises water wings and not rubber whales.

One of the great values of the book lies in the recommendations advanced by the author after he has presented the methods and procedures of everybody else. His concern, technically, is with the beginner in swimming and diving—beginners of all ages, of course. So, the swimming coach looking for something that will make his already competent swimmers go faster will not find specifics in this volume. This may come in Vol. 2. In the meantime I can only suggest that the eager, needy coaches try oxygen on their charges. I am told that it is doing wonders to Prof. Cureton's own speedsters at Springfield College.

How to Teach Swimming and Diving is the answer to the wish of every swimming votary who has wanted at his finger tips the essence of all that has gone to make watermanship the sport it is today. The bibliography Prof. Cureton offers is itself a treasure for the serious swimming instructor. The text proper is a generous treat for all, instructors and students alike. An ambitious student-swimmer would eat it up. It is food for all fish.

JACK LIPPERT

Golf for teachers

GROUP GOLF INSTRUCTION.

By Helen B. Schleman. 80 pp. A. S. Barnes & Co., New York. \$1.

NO sport has been so abundantly written-up as golf has been by the experts on technique. Endless columns of newspaper and magazine comment and acres of diagrams and drawings have made America golf conscious and, for a while, slightly crazy. All this was for the player. The golf teacher of this era was usually the professional expert who worked with individuals. The teacher of groups did not evolve until the schools began taking on golf as part of the sports and physical educational program. Now there are thousands of professional men and women, who are not specialists in golf by any means, talking up the game and teaching it to groups of high school and college students. The first book for this new golf instructor has been teed off by Helen B. Schleman, once of Northwestern, Wellesley and Ohio State.

Miss Schleman tells how to take a group in the gymnasium, or out on the greensward, and put them through the rudiments of golf. She has managed to provide her text generously with illustrations and yet sell the book for \$1, through the simple expedient of borrowing the cuts instead of buying them. It is a full one dollar's worth for any physical education teacher and coach who is not up to par on player's skills or instructor's methods of teaching the game to groups.

Miss Schleman addresses her book right down the physical education fairway. She does not presuppose that her readers are first-flight golfers themselves. "You may know even

though you may not do as well as you would like," she says, with a gracious nod to anyone who may not be shooting in the 80s.

The book is conveniently arranged to include not only technical advice on stroking the ball, but information on the layout of golf courses, the range and trajectory to be expected from various types of clubs, their names and numbers and when to use them; lead-up games, equipment for indoor practise, the etiquette of the game, tournaments for camp and school programs and a glossary of golf terms. The body of the book is taken up with the various strokes—putting, chip shot, quarter mashie, three-quarter mashie, full mashie or any full iron shot, and full wood shot. A feature of this treatment is its outline form, making the book most convenient for ready reference. Each stroke division contains tips on the grip, stance, body position, swing for each shot and coaching points to be observed. J. L.

Phys. Ed. A-1

AN INTRODUCTION TO PHYSICAL EDUCATION. By Eugene W. Nixon and Frederick W. Cozens. 262 pp. W. B. Saunders Co., Philadelphia. \$2.50.

THE primary purpose of the authors, as stated in the preface, has been to provide a text for an introductory course in professional training institutions preparing teachers of physical education. Another purpose has been to provide useful material for the profession at large, and for school administrators who wish to learn more of what is involved in the field so they may better promote effective programs and evaluate more accurately the work and qualifications of teachers.

The authors present a point of view regarding the philosophy and principles upon which a modern program of physical education is based, a discussion of the more important problems in the field, and qualifications and training necessary for teachers, and opportunities for service in the field.

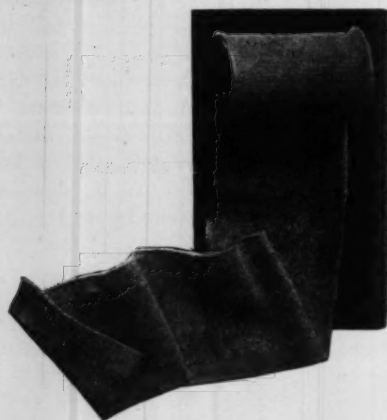
In this reviewer's opinion the book appears to be most useful for another purpose, not stated in the preface, although implied in the title, namely, a reference or text for orientation courses in required physical education classes. The increasing interest in and development of orientation courses in physical education, particularly in the colleges and universities, makes this publication timely and valuable.

The book is divided into three parts. Part I includes Chapters 1 to 8 inclusive and deals with the Philosophy and Principles of Physical Education.

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Chapter 1 answers the question: What is physical education? The place of physical education in the educational program, historic background, scientific foundations, aim, objectives, program, and measurement are the chapter headings following in that order. Part II, Chapters 9 to 13 inclusive, includes Significant Problems in Physical Education. These are: social-moral training through physical education, competitive sports and athletics, leisure time, technique in teaching skills, and participation of all students in the physical education program. Part III, Professional Outlook in Physical Education, Chapters 14 to 16, considers the qualifications and training of teachers, professional leadership, and opportunities for service in the field.

The philosophy and principles proposed are based on accurate knowledge of biology, psychology, sociology, etc., and by the standards of modern educational theory are sound and up-to-date. One interesting contribution is the discussion and comparison of Bond and Gestalt psychology and their application in the field of physical education. One chapter contains a brief survey of the uses of tests and measurements. Another describes a "Suggested Plan for Competitive Sports." The plan, while not entirely new, is worthy of consideration. It calls "for the division of the seasonal activity in any sport or athletics into three parts, the first part devoted to intramural activity, the second to interschool intramural competition, and the third to interschool competition."

The carefully selected annotated references at the end of each chapter will prove useful as a basis for discussions and reports.

The book is somewhat incomplete as a text in principles and quite involved, in places, for use in orientation or introductory classes. On the whole, however, it will prove of unquestioned value to major students; members of required classes, particularly on the college level; the profession at large; and school and college administrators.

This is one of the few texts on principles or orientation and one of the best books on physical education to appear in recent years.

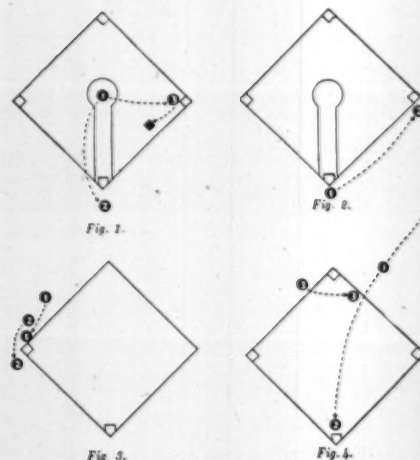
W. L. HUGHES

Baseball primer

BASEBALL. Edited by the staff of *The American Boy Magazine*. 46 pp. Kellogg Sports Library, Battle Creek, Mich. Free to coaches.

THE Kellogg Sports Library is on its way, and if Volume One is a trustworthy harbinger of what is to follow, your reviewer predicts a happy popularity for the series. Addressed to the youngster, this small volume manages, within the limitation

Backing Up The Play



Reduced diagrams from "Baseball" in the Kellogg Sports Library. Fig. 1. The pitcher backs up throws to the plate. When there's a play at the plate he runs from 1 to 2. He also covers first when the first baseman is holding a bunt. Circle 3 in the diagram shows the pitcher covering first, and the square indicates the first baseman taking the bunt.

Fig. 2. When there's no danger of a play at the plate, the catcher backs up throws to first.

Fig. 3. On many plays, the shortstop (1—1) covers third base and the third baseman (2—2) backs up the throw.

Fig. 4. When the second baseman (1) runs out to take a throw from the outfield, and relay it to the catcher (2), the shortstop (3) backs up the second baseman.

of forty-six pages, to give a surprisingly large amount of advice on the fundamentals and tactics of the game, taking many of its cues from big leaguers who have made baseball history. It is the product of a keen insight into the needs and desires of any boy who has the seed of baseball in him, and has been given just the right treatment for planting the seed where it may not have been. Sports leaders and coaches and directors of all games will find it an agreeable book to have around, and since a one-cent postcard will bring it to your desk, there is no reason for withholding this seasonable pleasure from your frolicking students. The attraction being what it is, you may find it necessary to chain your copy down, for I am told that the benefactors of Battle Creek will send only one free copy to a school. It is stated that students who want the book are expected to speak to their grocer about the matter.

I understand that baseball-playing boys are fewer in number than they were in the days before tennis, golf and other sports were put within the reach of young Americans. To an old-timer this is a sad state of affairs, and he wonders what can be done about it. This book is in the nature of a partial answer. It is just the sort of reasonable stimulus that will help give baseball back to the boys. It has caught the spirit of the game and has succeeded in imparting it to the technical treatment of fundamentals and strategy. There is a generous scattering of pen and ink drawings and diagrams to augment the effectiveness of the points brought out in the text.

J. L.

1934 Record books ready

N.C.A.A. TRACK AND FIELD OFFICIAL HANDBOOK. *Spalding's Athletic Library No. 112R.* 96 pp. American Sports Pub. Co. 25 cents.

A.A.U. ATHLETIC ALMANAC. *Spalding's Athletic Library No. 1R.* 92 pp. American Sports Pub. Co. 25 cents.

WHEN the new Athletic Almanac and N.C.A.A. Track and Field Handbook come, spring is not far behind. The Athletic Almanac contains the official world's and American records, and the A.A.U. national champions in all track and field and swimming and diving events. The N.C.A.A. Track and Field Handbook deals exclusively with intercollegiate and interscholastic track and field affairs, and contains intercollegiate and interscholastic national records, honor rolls, results of important intercollegiate meets of the 1933 season and the intercollegiate rules for conducting events.

High schools base their track and field rules on the N.C.A.A. Handbook, making whatever changes they deem suitable for high school conditions. In most states this is done through the state high school athletic association. The National Federation of State High School Athletic Associations is represented on the Track and Field Rules Committee by E. A. Thomas of the Kansas association. Annually he selects the outstanding high school track and field athletes for his Interscholastic Honor Roll, which is published in this Handbook. This is not in the nature of an "all-American all-scholastic team," but includes from seven to ten boys in each event.

There are five important changes noted in the N.C.A.A. track and field rules for 1934. These changes are summarized in a preface as follows:

1. Rule 21—The "International Start" rule has been adopted. Distance penalties are eliminated altogether. Disqualification follows a second false start. (Special attention is called to the Instruction for Uniform Method of Starting on pages 51 and 52. All coaches and officials are urged to assist in a campaign to secure more uniform starting.)

2. Rule 26—Arrangements for trials in the shot, hammer, discus, javelin, and broad jump have been changed. Four trials instead of three constitute the usual round, and these are to be taken in series of alternating pairs. See page 19 for details.

3. Rule 29—The definition of a legal high jump has been simplified and standardized with other rules to read: "A fair jump is one in which the competitor jumps from one foot and one or both feet precede the body and head in going over the bar."

4. Rule 29.—It is made clear that it counts as a trial in the pole vault and high jump if a jumper in an attempt crosses the line of the bar extended.

5. Rule 35—The relay baton must be carried in the hand.

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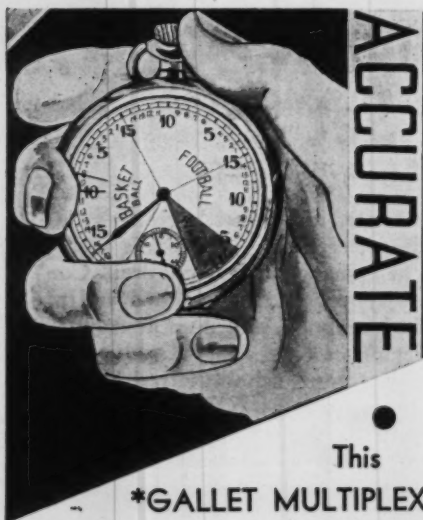
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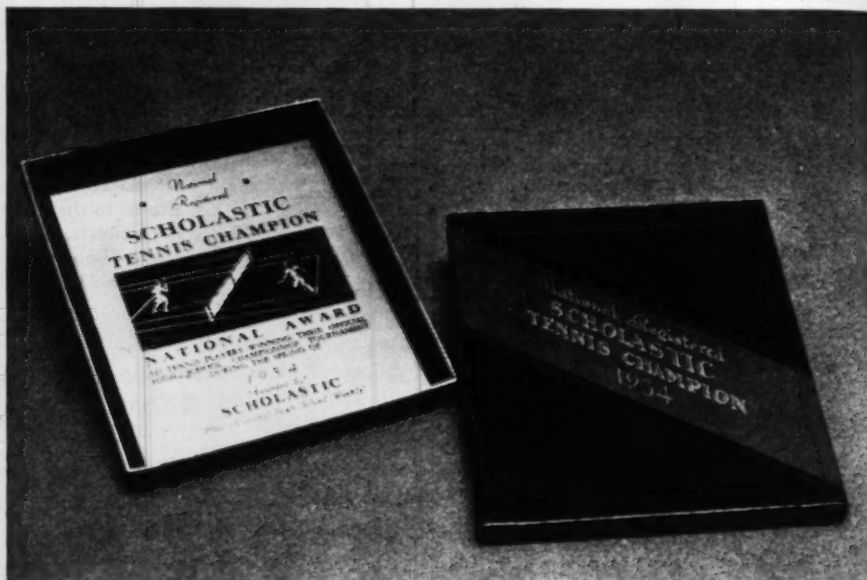
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This trophy, a metal plaque $4\frac{1}{2} \times 5\frac{1}{2}$ inches, is awarded free of charge by Scholastic, the National High School Weekly, to all high schools making application for it. Application may be made on the form on page 40, or on the school's official stationery. The application must be made by the principal, athletic director, physical director or coach. Schools conducting both girls' and boys' intramural championships may apply for two trophies. Inasmuch as only 1,000 of these trophies are available, schools desiring them are urged to make application at once. The trophies are now ready for distribution, and are being mailed out to applicant schools. Schools obtaining the trophy are requested to send to Scholastic the names of the tournament winners. There is no other obligation involved in this offer.

High-Jumping

[Continued from page 9]

—from a big semi-circle sneak-up to a head-on. However, the form itself is usually about the same. The inside leg is thrown up over the bar. Sometimes it is left there, and sometimes it is cut back down considerably as the take-off leg is brought up. Spitz cuts it down and back quite sharply. It always seemed to me that beginners should be taught to keep that lead-leg up there in the air lest the layout develop into a setting-up exercise.

The take-off is made, and that leg is kicked forward and upward with a mighty sweep from the hips—higher than the lead-leg was kicked. This gets rid of that terrible habit of turning the hips into the bar—as at least seventy-five percent of the jumpers do. Jumper after jumper makes his leap, seemingly is going to clear the bar—when he suddenly decides to cut that take-off leg back down, turning the hip directly into the bar. I maintain that the take-off leg should be kicked very high, raising the hip of that leg way up over the bar as the crossing is made—then kicked down. Again we realize that that leg is

kicked down *only* to effect an easy landing! The body is flattened usually by a forward bending at the waist as the take-off leg is kicked forward.

In Fig. 5a we see Ward of Michigan. Note that he is getting plenty of action out of that last leg, driving the hip well up out of the way. Also note that he swings the left arm back behind him, helping to flatten the body, but, in my opinion, inviting a too quick turning of that left hip toward the bar, inasmuch as its very position necessitates a twisting of the trunk downwards. Fig. 5b gives us a glimpse of George Spitz laying out. His execution is almost identical with that of Ward, according to the drawings, yet he jumps "differently." He does not swing that arm far back behind him. He rides over the bar more on his side than does Ward, if anything, yet his cut-down with the right leg is very quick and the turn of the body, once the hips have crossed, is remarkable. I would say that Spitz uses the scissors kick about as vigorously as it could be applied.

See page 9 for Figs. 5a, 5b, 5c and 6.

Fig. 5c is used to show poor form again. This is Ono, one of the Japanese, jumping in the Olympic Games. It is apparent that he is going to



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knock that bar off with his left hip—simply because he is cutting that left leg down much too quickly, turning the hip into the bar. Note how his body is turned down much too far already. He did not kick the lead-leg back at all once he laid it up there.

The Nelson form

Others have used this form, but Nelson can almost claim it. It is little more than the old-time scissors with the turn away to the outside added. Of course, Nelson did not sit up, as scissors jumpers are wont to do. In Fig. 6 three stages of the jump are shown. Nelson ran from out nearly in front of the standards, made a sort of semi-circle, laid that right leg high up over the bar, leaping high, with a beautiful arm lift, then kipped his body till the back was swayed, or bowed upwards. The left (take-off) leg was whipped up as in the scissors, but as the body was laid back and down, the leg bent at the knee limply, and was then kicked up and over the bar, the body turning out away from the bar after the right hip had crossed, which action naturally raised that lagging left hip way up and out of the way. His easy landing is shown.

I have heard plenty of criticism of this jump, but Nelson cleared over six feet five so many times that I am forced to admit that I rather like the form. I am wondering if it might not be rather hard on the back? It really entails some acrobatics.

Education for Recreation

Instruction and talks on recreational walking, hiking, fishing, snowshoeing, skiing, skating, golf and tennis were given to coaches, physical directors and other recreational workers at the three-day recreation conference at the Massachusetts State College, March 17th. To the conference, President Hugh P. Baker of the College, said: "The greatest challenge to educators today is to teach our people how to use leisure time in a wholesome and constructive way. As educators we accept the challenge. This conference is the beginning of an answer by this college."



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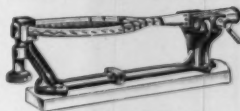


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Out of the huddle

Naismith 2, Ibsen 0

IN Oakland, Calif., it was found that the psychological manifestations of Ibsen's "Hedda Gabler" and the emotional hub-hub of high school basketball don't mix. In the Oakland auditorium, with only a thin partition separating the basketball floor from the stage, Eva LeGallienne, noted actress, and the Oakland High School basketball team were trying to put on their acts simultaneously. The nature of the two presentations being what they are, basketball won out, Ibsen, Miss LeGallienne and her company suffering a humiliating defeat. Miss LeGallienne protested to the management that attempted to place serious drama and serious basketball in such close proximity to each other.

Champions under the skin

COACH HENRY FRNKA of the state championship Greenville High School (Texas) football team, presents a selection of statistics on the members of his football squad, which shows the players as having more to them than football prowess. In *The Texas Interscholastic Leaguer* Coach Frnka presents the facts and figures on his team as follows:

The average age of the squad of 36 was 16-7/36.

The youngest player was 14 years of age, the oldest was 18. These ages were taken at the time the eligibility blank was sent in.

The average age of the backs that started against Tech in the Championship game was 16, the linemen 17-2/7.

The average grade of the squad of 36 for the entire first term, which included the entire football season, was 81-2/9.

Of our 7 regular backfield men, 4 were total exemption students. The average grade of the other 3 was 80.

Out of 142 subjects taken by the entire squad of 36, there were 44 exemptions in these subjects.

The average weight of our starting lineup was 154 pounds.

The days that our entire squad missed from school on football trips was a total of 1 day.

The total absence from school for any reason of our entire squad of 36 boys totaled 3 1/2 days.

Our actual work on the field each day was less than 2 hours.

We played a schedule of 13 games.

We started with a squad of 36 and none dropped out for any reason.

We have a schedule of 6 periods a day in our school.

One of the coaches teaches 3 History classes and 1 Physical Training class, a total of 4 classes. The other coach teaches 5 History classes.

Fourth Horseman back in game

ALL of Notre Dame's famous "Four Horsemen" are back in coaching harness again, with the return of Don Miller to the game. He had been out of it for a while, devoting all his time to his law practise in Cleveland. During the next football season he will move to Louisville, Kentucky, where he will coach the Xavier High School team, succeeding Joe Guyon as coach. The three other "Four Horsemen" are eminently placed: Elmer Layden back at his alma mater in South Bend, Harry Stuhldreher at Villanova in eastern Pennsylvania, Jim Crowley at Fordham in New York.

Pat Page reported happy

SIGNED up for his second year, H. O. (Pat) Page, who assumed the athletic directorship of tiny Montezuma School for Boys, hidden away in the Santa Cruz Mountains in California, says he is glad to be coaching schoolboys. He went to the Montezuma School after leaving his post at the University of Chicago with the change in athletic administration there. "I haven't had so much fun since I was a kid," he says. "We're sixty miles from San Francisco. We scrimmage on the side of a hill. The team with the ball is required, by our ground rules, to run up the hill, the defense defending the mountainous goal line. My players have lots of wind if nothing else. We have three representative teams, quaintly named "sub-varsity, varsity and super-varsity. In other words, a 100-pound team, a 130-pound team and an unlimited team. Quote me as saying 'This is the life.'"

Happily we quote a coach so happy in his work.

A record or something

ASHLAND High School (Ashland, Kentucky) challenges any team in the nation to match its nine year record of 82 victories, three losses, and only four scoreless ties. When James A. Anderson, Jr., former Hendrix College star, started coaching at Ashland in 1921, his teams began experiencing undefeated seasons with regularity. Anderson relinquished the football coaching duties in 1928 because of poor health, being succeeded by Paul Jenkins, former University of Kentucky player. Anderson, who is principal of a Junior High school in Ashland, continued coaching basket-

ball until 1932, when he turned the assignment over to Jenkins whose team won the state championship last year. Fayne Grone, assistant coach under both Anderson and Jenkins, is credited with turning out the exceptional linesmen. Grone is a former Ashland High, later Georgetown player.

Ashland's nine-year point total is 2,875, compared to 240 scored by opponents. Ashland has not been defeated by a Kentucky school since 1922 when Lexington won 13 to 7. Besides playing the strongest teams of Kentucky, Ashland has gone out of the state to play in West Virginia, Ohio, Illinois, Pennsylvania, Virginia, and Georgia.

Touch all the bases

CLIPPING of a sports column "Spots of Sports" by Ted Northington has reached us somewhere from the south, containing a number of common-sense rules for young baseball players. We regret our negligence in misplacing the name of Scribe Northington's newspaper, but we have the rules, and here they are:

Nobody ever became a ball player walking after a ball.

Don't throw the ball until you have it.

You'll never make a .300 hitter unless you take the bat off your shoulder.

Outfielders who throw the ball back of the runner lock the barn door after the horse is stolen.

Keep your head up and you may not have to keep it down.

When you start to slide, slide. He who changes his mind may change a broken leg for a good one.

Don't alibi on the bad hops. Anyone can stop the good ones.

Look ahead, not backward on the base-paths. Remember what happened to Lot's wife.

Always run them out. You never can tell.

Don't quit. The game is never over until the last man is out.

Don't throw a ball to a base after the runner is there. A ball in the hand is better than one in the air.

Touch all the bases. That's what they're there for.

Don't find too many faults with the umpires. You can't expect them to be as perfect as you are.

SCHOLASTIC

VOLUME 24, NUMBER 3

The National High School Weekly

FEBRUARY 17, 1934

Your Vocal Chords or Your Leg Muscles?

An Editorial

YOU are entitled to an education which provides you with the opportunity to do things physically as well as mentally. You are entitled to athletics as well as mathematics; to playing as well as essay-reading; to painting a picture as well as reading about the picture some deceased genius painted. We mention athletics, play-acting and painting, because these are among the items called "frills" by some school boards and taxpayers whose purses have been pinched by the depression. Because their parents and grandparents did not have athletics, play-acting, and painting in school, they see no need for the youth of 1934 to have them, which makes it easier to lop them off the budget. Are they "frills," or are they not? Take the activity under severest indictment—athletics—because that is the phase of training out of which youth gets so much natural pleasure. Life expresses itself in movement. We like to feel our bodies under control, put to the test. You see, we are using the term "athletics" to include all physical education performance. It is a perfectly proper use of the word.

Some schools have a queer idea of their responsibility for providing athletics for their students. They lavish money on football teams for inter-scholastic competition involving only a small percentage of boys in the school, while the great majority of students are left in comparative neglect. They may have their "gym" two or three times a week, but it is a secondary consideration. The members of the football (or basketball or any other major sport) team receive the undivided attention of a trained coaching staff, two or three hours every afternoon, five afternoons a week.

From the point of view of a mere student who is not good enough, athletically, to win a place on one of the big teams, this set-up is not a fair distribution of the school's physical education resources. The students have the privilege, upon payment of a fee, of watching the games and cheering as loudly as they please! The major attention of the coach is naturally given to

turning out winning teams, because everybody—school board, chamber of commerce, faculty, and students—want a good team to represent their high school.

It was not until the depression years that taxpayers took the trouble to question the existing set-up. In some schools (we hope not yours) they saw that inter-scholastic football and basketball were paying their own way, while the physical education plant was costing a lot of money. So they decided to eliminate or curtail the only part of the program that was encouraging all students to perform! The average taxpayer is much more familiar with the high school football team than he is with that part of the school's physical education program which has no "gate" and gets no headlines in the papers.

In many communities, physical education and athletics for all the students have been carried on together. But it is a rare school which gives the non-varsity-team student his rightful share in the athletic resources of the school. To what extent is your high school meeting its responsibility in providing athletics and physical education for all? Do you consider the privilege of cheering for your team as satisfying and physically helpful an experience as playing yourself? Is your school giving a square deal to every student, according to his needs?

We suggest that student groups make a survey of conditions in their own school. Work out a questionnaire for every boy and girl, publish the results in the school paper, and bring them to the attention of the faculty, parent-teacher association, and school board. And send them to *Scholastic*! For instance, ask each student how many hours weekly he or she devotes to athletic games and exercise. What are his special physical needs? What form of sport does he like best? What would he do if facilities and training were provided? If your school is developing twenty cheerers to every athlete, you have just cause for complaint. A strong student public opinion supported by the findings of such a survey would contribute greatly toward correcting this condition.



TWENTY CHEERERS TO EVERY ATHLETE

results in the school paper, and bring them to the attention of the faculty, parent-teacher association, and school board. And send them to *Scholastic*! For instance, ask each student how many hours weekly he or she devotes to athletic games and exercise. What are his special physical needs? What form of sport does he like best? What would he do if facilities and training were provided? If your school is developing twenty cheerers to every athlete, you have just cause for complaint. A strong student public opinion supported by the findings of such a survey would contribute greatly toward correcting this condition.

Overwhelming "Nay"

SPURRED to action by an editorial in *Scholastic* (see cut) which asked high school students to examine their own school's physical education set-up to see whether every student in the school, regardless of his athletic prowess, was getting a fair break, the Horicon (Wisconsin) High School students conducted a poll, the first question of which was: Do you think physical education should be dropped? The vote was 157 to 1, and need you ask in which direction? But in answer to the question: Is enough time spent on physical education? there was a different distribution of opinion. Here is the result of the poll. *Scholastic* Coach would be honored to publish polls from other schools.

Yes No

1. Do you think physical education should be dropped?..... 1 157
2. Does the present physical education system meet your needs? 119 33

3. Do you want more tumbling, setting-up exercises, turning exercises and the like instead of the games now played?..... 70 79
4. Is the present equipment adequate for physical education? 99 49
5. Do you cooperate for the best interests of your physical education class?..... 125 17
6. Is too much time spent on football, basketball, baseball, and track teams?..... 10 143
7. Is enough time spent on physical education?..... 82 63
8. Do you think physical education should be compulsory?..... 85 65
9. Do you want an athletic association for girls?..... 108 18
10. Do you take gym? If so, check one..... 83 16
 - (a) I take gym because it is required for credit..... 3
 - (b) I take gym because I like it..... 116
11. Do you think physical education is beneficial?..... 156 1
12. Do you consider physical education important enough for the use of school time?..... 135 3

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First Baseman

[Continued from page 15]

straddles the bag with the heel of the left foot touching the bag and the right foot toward second base, allowing some room for the baserunner to return. When the ball is thrown to him by the pitcher to pick off the runner, he catches the ball and taps the runner with as much unbrokenness in motion as possible—a continuous action. When the pitcher throws to the plate, the first baseman goes off his bag in the direction of second if he doesn't expect a bunt. In the case of a bunt anticipated, he runs down the baseline in the direction of home, a few feet in from the foul line. If he sees he cannot field the bunt, he hurries back to the bag if he can make it in time. If he cannot, since the duty of the second baseman is to cover first on all bunts, the first baseman circles to his left across the foul line and backs up first base, making certain not to crash into the runner.

With runners on first and second and two out, the first baseman plays deep in his ordinary position. When only one is out, he plays only half the distance back. With none out and men on first and second, he pays little attention to the runner on first and concentrates on the expected bunt by playing in closer to home plate.

The first baseman must try to avoid collisions with the runners, but fear of such a collision should not prevent him from catching the ball. There is more to be said about the first baseman's play but that does not come under the limitations imposed by the title of this article.

Golf Grip

[Continued from page 17]

of the left hand is lapped over the little finger of the right hand. It varies from the swinging grip also in the position of the left hand for here the back of the hand is at the side instead of on top. Both thumbs are straight down the shaft and also on top.

It is an interesting departure from the usual and Bobby Jones, among others, uses and recommends it for accuracy in putting.

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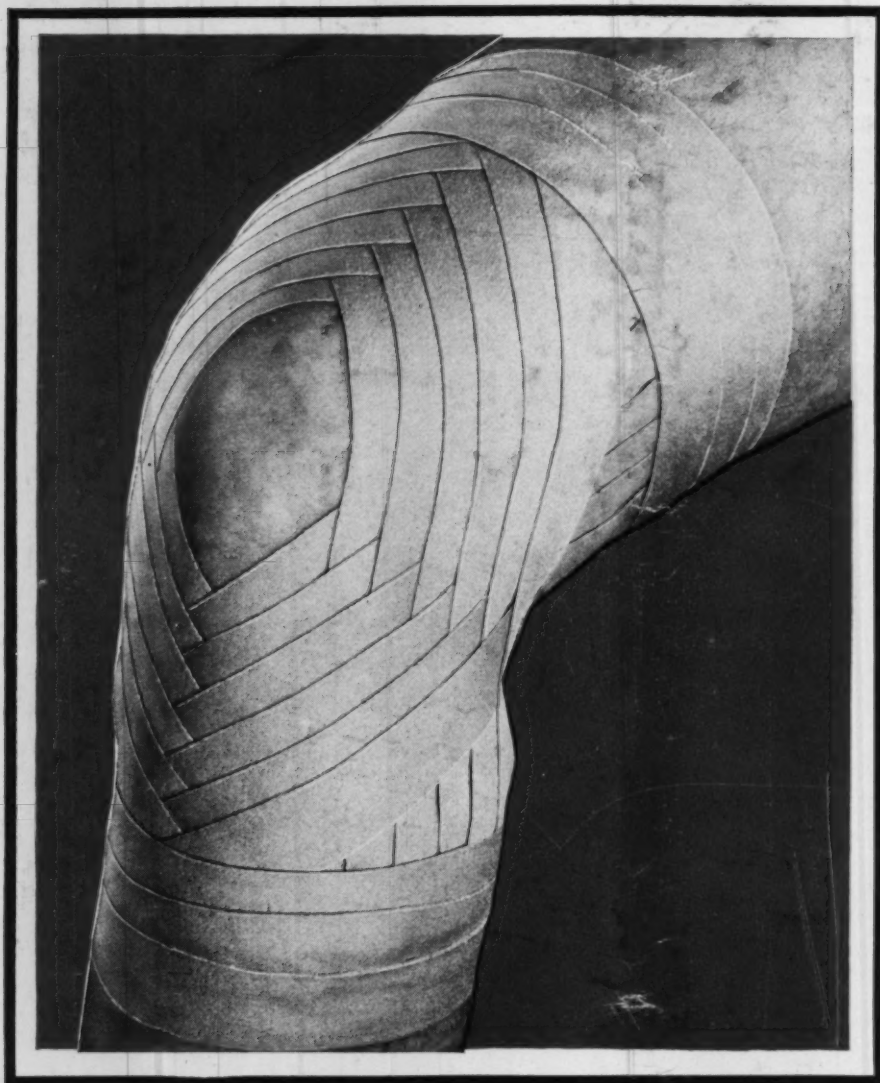
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